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UNIVERSITY OF ILLINOIS

New Mexico Normal University Bulletin

No. 72

EAST LAS VEGAS NOVEMBER

1922

General Catalog For 1922-1923

"TO SERVE THE STATE"

This Institution is a Member of the American
Association of Teachers' Colleges.

Fully Accredited Member of North Central Asso-
ciation of Secondary Schools and Colleges

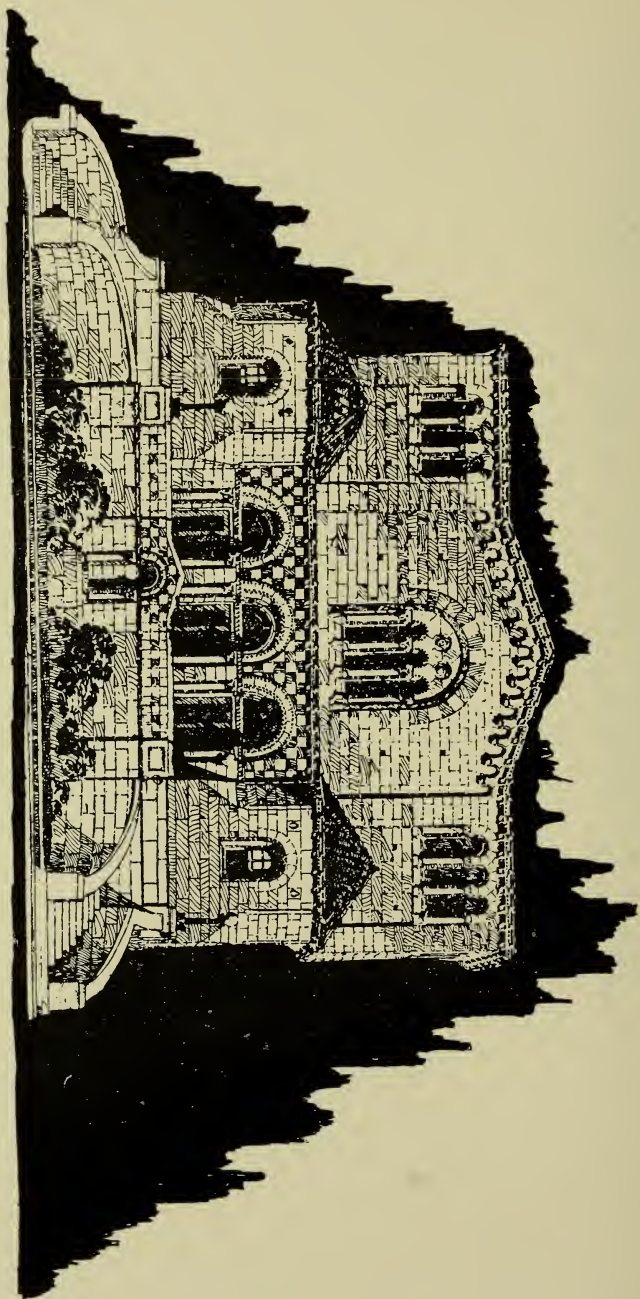
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New Mexico Normal University Bulletin

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NOVEMBER, 1922

GENERAL CATALOG
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"TO SERVE THE STATE"

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of Teachers' Colleges.

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ary Schools and Colleges.

The Normal University exists "to serve the state." It invites the cooperation of the teachers, boards of education and parents of New Mexico in preparing competent and well trained teachers for the youth of the state, for upon them depends our future progress and welfare.

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BOARD OF REGENTS

Dr. David R. Boyd, President.....	Albuquerque
Jose D. Sena, Vice President.....	Santa Fe
Rumalda Delgado, Secretary-Treasurer	Las Vegas
John W. Veeder	East Las Vegas
John W. Morrow	Raton

CALENDAR

Autumn Term, 1922

September 4, Monday (at 9 a. m.)	Training School Registration
September 4, Monday (at 2 p. m.)	Faculty Meeting
September 5, Tuesday	High School and College Registration
September 6, Wednesday.....	Class Work Begins
November 22, 23 and 24, Wednesday, Thursday, Friday	Examinations
November 25 to Wednesday, November 29.....	State Teachers Association
November 30 and December 1, Thursday and Friday..	Thanksgiving Vacation

December 3, Monday Registration
December 23, Friday noon, to January 1, Monday....
..... Christmas Vacation
January 2, Tuesday.....Class Work Begins
February 22 and 23, Thursday and Friday.....
..... Examinations

February 25, Monday.....	Registration
March 23, Wednesday	Easter Vacation
March 29, Tuesday.....	Class Work Begins
May 17 and 18, Thursday and Friday....	Examinations
May 20, Sunday	Baccalaureate
May 21, Monday	Welfare Department Exhibit
May 22, Tuesday..	Fine Arts and Household Arts Exhibit
May 23, Wednesday	Class Play
May 24, Thursday.....	Commencement

May 30, Wednesday (at 9 a. m.) Faculty Meeting
May 30, Wednesday (at 1:30 p. m.)
. Training School Registration
May 31, June 1 and 2, Thursday, Friday and Saturday
. Registration
June 2, Saturday Lessons Assigned
June 4, Monday Class Work Begins
June 29 and 30, Friday and Saturday. State Examinations
July 24 and 25, Tuesday and Wednesday
. School Examinations
July 26, Thursday Commencement
July 26, Thursday noon, to July 28, Saturday noon . . .
. State Examinations
July 30, Monday, to August 24, Friday
. Continuation Term

Autumn Term, 1923

September 3, Monday (at 9 a. m.)	
.....	Training School Registration
September 3, Monday (at 2 p. m.)	Faculty Meeting
September 4, Tuesday	
.....	High School and College Registration
September 5, Wednesday.....	Class Work Begins
November 21, 22 and 23, Wednesday noon to Friday noon	Examinations
November 24 to 28.....	State Teachers Association
November 29 and 30, Thursday and Friday.....	
.....	Thanksgiving Vacation



FACULTY

JONATHAN H. WAGNER,

President

Graduate North Manchester High School, Indiana. Graduate North Manchester College. Graduate Indiana State Normal School. Student in Sociology, University of Chicago and University of Michigan. Principal of high school, Clinton, North Manchester, Alexandria, Indiana. Instructor, North Manchester College and Indiana State Normal School. With United States Biological Survey. Superintendent of Schools, Auburn, Indiana, Las Cruces and Santa Fe, New Mexico, Pueblo, Colorado. State Superintendent of Public Instruction, New Mexico. President of New Mexico Educational Association. Member National Council of Education. President New Mexico Normal University, 1920—.

FRANK CARROON, M. Ped., A. B., A. M.

Dean and Professor of Psychology

Graduate of Indiana State Normal School. A. B. University of Indiana. M. Ped., New Mexico Normal University. A. M., University of Denver. Head of Department of English, Columbus High School, Indiana. Teacher of English, Roswell High School, New Mexico. Indiana State Life Certificate and New Mexico Life Certificate. Professor of English, New Mexico Normal University, 1909-10; Dean and Professor of Psychology and Education, 1910-17; Dean and Professor of Psychology, 1917—.

TOM G. RODGERS, A. B., A. M.

Assistant Dean and Professor of Mathematics.

A. B., University of Tennessee. A. M., University of Wisconsin, Graduate student University of Missouri, of John Hopkins University, and of University of Chicago. Instructor in Mathematics, University of Tennessee, two years. Principal of schools in Minnesota six years, and in Alabama two years. Assistant-Principal, principal, and Teacher of Mathematics in Roswell High School. Department of Mathematics, New Mexico Normal School, 1910-14. Assistant Dean and Professor of Mathematics, New Mexico Normal University, 1914—.

BIRDIE F. ADAMS, A. B.**Director Kindergarten and Primary Work**

Graduate of the following: Loretto Academy, Pueblo, Colorado; Wolf Hall, Denver, Colorado; Dick's Normal School, Denver, Colorado; Colorado State Teachers' College, Greeley, Colorado. Attended Chicago University, Chicago, Illinois, and Armour Institute, Chicago, Illinois. Director of Kindergarten for fifteen years in Pueblo, Colorado. Institute instructor for five years. Director of Kindergarten and Primary Work, New Mexico Normal University, 1921—.

MRS. FLORENCE BARTLETT, A. B., A. M.**Professor of Spanish**

A. B., Colorado College. A. M., Colorado College. Student at Oakland Seminary, Oakland, California. Graduate of Abbott Academy, Andover, Massachusetts. Teacher in public schools of New Mexico and Colorado. Instructor in Spanish, Colorado College. Head of Spanish Department, Colorado Springs High School. Professor of Spanish, New Mexico Normal University, 1922—.

E. Q. BROTHERS, A. B.**Professor of High School Methods and
Secondary Education****DAVID BRONSTEIN, A. B., A. M.****Professor of Philosophy**

Several years work in synagogue colleges in Europe. A. B., Texas Christian University, 1917. A. M., University of Chicago, summer session 1918. Three years of graduate work in history, philosophy and comparative religion in the Divinity and Graduate Schools of the University of Chicago since 1918. Professor of Philosophy, New Mexico Normal University, 1921—.

LEROY L. BURRELL, B. S.**Professor of Biology and Agriculture**

B. S. in Agriculture, Michigan State College of Agriculture. Practical experience in farming, fruit growing and dairying. Three years experience teaching in the rural schools of Michigan; two years as Horticulturist and Industrial Teacher in the Federal Indian Service on the Navajo Reservation in San Juan County, New Mexico; two years as Assistant in Horticulture at the Maryland State College of Agriculture; one year as head of the Horticultural Department of the Lyndon School of Agriculture in Vermont; and three years as County Agent and Boys Club Leader in Kent County, Maryland. Professor of Biology and Agriculture, New Mexico Normal University, 1919—.

LILLIAN CAVETT, A. M.**Critic Teacher Seventh Grade**

A. M., Memphis Conference Female Institute, Jackson, Tennessee. Graduate in Expression and Physical Training. Student Chicago Musical College, Dramatic Department. Student Emerson College of Oratory, Boston, Massachusetts. Arkansas State Certificate, and Memphis City Certificate. Instructor in Mathematics and Science. Memphis Conference Female Institute, Jackson, Tennessee. Instructor in Mathematics and Science, Silliman Collegiate Institute, Clinton, Louisiana. Teacher in Memphis City Schools, ten years. Seventh Grade Critic Teacher, New Mexico Normal University, 1920—.

JAMES M. COOK, A. B., A. M.**Professor of Education**

A. B., Baylor University, Waco, Texas, 1914. A. M., Columbia University, New York City, 1921. Taught seven years in the public schools of Texas. Two years student instructor in Baylor University. Holder of fellowship in Baylor University. Dean of Bryan Academy, Bryan, Texas, 1914-1915. President Rusk College, Rusk, Texas, 1915-1920. President of Montezuma College, East Las Vegas, New Mexico, 1920-1922. Professor of Education, New Mexico Normal University, 1922—.

ALASKA N. DAVIS, B. Ped.**Critic Teacher, Fifth Grade**

B. Ped., New Mexico Normal University; Student of Kansas State Normal, and of the University of California; Teacher in elementary schools eight years; New Mexico Life Certificate; Student of the University of Denver, 1921-1922; Critic Teacher, New Mexico Normal University, 1918 (January)—.

ETHEL L. FARRELL, B. S., B. of A.**Professor of Commerce**

B. S. Valparaiso University; B. of Acct., Valparaiso University; Diploma Gregg School, Chicago. Two years extension work in University of Chicago; Student at the Whitewater State Normal, Wisconsin, one summer. Teacher in High School, Elgin, Illinois, five years; teacher in Public School, Elgin, Illinois, three years. Head of Department of Commerce, Sault Ste. Marie, Michigan, 1917-1918. Teacher of Commerce, State Teachers College, Cape Girardeau, Missouri, 1918-1920. Professor of Commerce, New Mexico Normal University, 1920—.

JEANNETTE M. INCHES, B. Ph., A. M.**Professor of Latin**

B. Ph., University of Chicago; A. M., University of Nebraska. Teacher in Kansas high schools; Teacher in Albuquerque high school; Professor of Latin and English, New Mexico Normal University, 1921—.

LOUISE CONSUELO JARAMILLO, B. P., M. P.**Professor of Music**

B. Ped., M. Ped., New Mexico Normal University, Assistant in Music, New Mexico Normal University 1915-16; Special Student in Vocal Music, New York City, 1920-1922; and Assistant in Music and Fine Arts, 1916; Professor of Music, New Mexico Normal University, 1922—.

FELICITAS KAUNE, B. S.**Professor of Domestic Science and Art**

B. S. degree State College of New Mexico; Institute Teachers certificate Santa Fe summer school; Student at Santa Barbara summer school; Head of Domestic Science Department, Santa Fe public schools; Professor of Domestic Science and Art, New Mexico Normal University, 1921—.

MARGARET J. KENNEDY, B. L., A. B., A. M.**Professor of English**

B. Litt., A. B. University of Wisconsin. A. M. Wellesley College. Instructor in Wisconsin High Schools three years. Assistant Principal and Superintendent of Barron Schools, Wisconsin, three years. Instructor in English Roswell High School, New Mexico, three years. One year's graduate and research study in Wellesley College. One year's study abroad, visiting homes of all the noted English writers, preparing lectures for literature classes, based upon observation and travel. Professor of English, New Mexico Normal University, 1915—.

LILLIAN P. MARTIN**Third and Fourth Grade Critic Teacher**

Graduate of Preparatory Department New Mexico State College; Summer Sessions Student Northern Arizona State Normal, Flagstaff; Teacher in New Mexico elementary schools; Critic Teacher Third and Fourth grades of the Training School, New Mexico Normal University, 1922—.

T. P. M'COLLISTER
Director of Manual Training

Graduate of Mechanical Engineering Department of Colorado Agricultural College. L. L. B. from La Salle Extension University. Instructor in Forge Practice, Supervisor Manual Training Department, Santa Fe and Gallup. Director of Manual Training, New Mexico Normal University, 1922—.

ARNOLD H. MILLER, B. S.
Professor of Physics and Chemistry
Instructor in Boys' Physical Training

Graduate of Colgate Academy; Bachelor of Science degree from Colgate University; Principal of Creede (Colo.) public schools; Professor of Physics and Chemistry, and Physical Training, and Director of Boys' Athletics, New Mexico Normal University, 1920—.

CLARK EDMUND PERSINGER, A. B., A. M.
Professor of the Social Sciences

Graduate of Cornell College (Iowa); Graduate Student in History, Economics and Political Science at Johns Hopkins University; Master of Arts degree from University of Nebraska; Professor of American History, University of Nebraska; Head of History Department, New Mexico State Normal School, Silver City; Professor of the Social Sciences, New Mexico Normal University, 1921—.

MAY REES, B. P., M. P.
Assistant in English

B. Ped., and M. Ped., New Mexico Normal University; Holds Colorado State Certificate and New Mexico Life Certificate. Experience in rural schools of Colorado as Principal and grade teacher, five years. Principal of Lucero Ward School at Las Cruces, eight years. Supervisor of Rural Education, New Mexico Normal University, 1919—.

M. ERDINE ROBINSON
Instructor in Girls' Physical Education
Director of Student Welfare

Bachelor of Arts, Department of English, Indiana University. Bachelor of Physical Education, American College of Physical Education. Instructor in Gymnastics and Games, Children's Department, Hull House, Chicago; Assistant Director of Recreation, one summer, Association House Camp, Gray's Lake, Ill.; Director of Physical Education, Y. W. C. A., Mason City, Iowa, one year; Supervisor of Physical Education in grades and Junior High School (girls); Bloomington, Ind., one year. Director of Physical Education for Girls, High School, and Supervisor for Grades one to four, Pueblo, Colo., two years. Holds three year certificate from City of Pueblo, Public Schools, District Number 1. Instructor in Physical Education for Girls, and Director of Student Welfare, New Mexico Normal University, 1922—.

IRENE SWAN**Professor of Art****R. S. TIPTON, B. P., M. P., A. B.****Professor of Rural School Administration**

B. Ped., M. Ped., and A. B. in Education, New Mexico Normal University; Teacher in New Mexico public schools; Superintendent of public schools; County Superintendent; Professor of Education, New Mexico Normal University, summer sessions 1916-1921; Professor of Education, New Mexico Normal University, 1921—.

BESSIE WATT, A. B.**Critic Teacher, Eighth Grade**

A. B., including complete professional training of Normal Department, followed by graduate work, Baker University, Kansas. Graduate student of Chicago University one year. Teacher in elementary and high schools of Kansas. Institute lecturer. Critic teacher, New Mexico Normal University, 1911—.

MILDRED I. WHETZEL, A. B.**Critic Teacher, Fifth Grade****Music Supervisor for Training School**

Graduate State Teachers College, Greeley, Colorado, with major in music; Special Student of vocal and instrumental music under private teachers; Member Kappa Delta Pi honorary educational fraternity; five years in public schools of Pueblo, Colorado, two of which were as Building Supervisor of Music; Critic Teacher, Fifth Grade and Music Supervisor for the Training School, New Mexico Normal University, 1921—.

E. RUTH ZIEGLER, B. P. M. P., A. B. in E.*Critic Teacher, Sixth Grade**

B. Ped., M. Ped., and A. B. in Education, New Mexico Normal University. Student for three years in the University of Cincinnati. Student two years in Warrensburg State Normal, Missouri. Teacher of English in the High School at Belen two years. Teacher in elementary Schools for seven years. Holds New Mexico Life Certificate. Sixth Grade Critic Teacher, New Mexico Normal University, 1919—.

*On leave of absence.

MEMBERS OF ADMINISTRATIVE STAFF

President's Office—Bookkeeper, K. Jean Scott;

Secretary, Anna Berry.

Director Extension and Correspondence—Clark E. Persinger.

Library—Mary L. Holt, Librarian.

Matron of La Casa de Ramona—Mrs. Harriett St. Louis.

In Charge of Grounds and Buildings—Candido Maes.

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FOREWORD

In 1893 the Honorable Felix Martinez and Senator Albert B. Fall, members of the Territorial Council of New Mexico, prepared a bill and secured its passage, creating the "New Mexico Normal School at Silver City" and the "New Mexico Normal School at Las Vegas." By special law the name of the Normal School at Las Vegas was changed to the New Mexico Normal University in 1899, and its powers were enlarged so that the school might exercise the functions of a college of education. Such a school has a double purpose: to train young men and women to be efficient teachers, who are leaders in the higher and better phases of the social life of the state; and to furnish a pedagogical laboratory, where theories of education are tested.

The Normal University has striven to fulfill this two-fold mission during its entire existence, believing, with the founders of the institution, that it cannot serve the state adequately without co-ordinating these two functions—teacher training and research.

The school is recognized by the great universities as doing work of the first order and its graduates are granted certificates, without examination, in such progressive states as New Mexico, California, Washington, Idaho, and twenty others.

GENERAL INFORMATION

Location

Las Vegas is most beautifully located in the Gallinas valley, with the wide sweep of the meadows (las vegas) and the mesas to the northeast and southwest, and the beautiful Sangre de Cristo range of mountains to the northwest, offering every variety of landscape and scenic effect. Numerous lakes of varying sizes are found in various directions from the city, and two or three rivers, besides the local Gallinas, are within easy reach by auto.

Climate

The climate of Las Vegas is exceptional in the fact that it is equable, rarely very cold and never very warm. Through the spring summer months students work with the same comfort that students in other states experience during the most pleasant months of the year. Las Vegas is free from mosquitos, chigres, and other annoying insects.

Grounds and Buildings

The Normal University is situated on a slight knoll in the western part of East Las Vegas, overlooking both East Las Vegas and Oldtown (Las Vegas), and the mountains as well. At present the Normal University group of buildings numbers eleven, as follows:

(1) Springer Hall, the original "main building," entirely remodeled and refinished since the fire of February, 1922. It is of brown sandstone, of splendid architectural design, with every modern convenience and most excellent lighting, heating and ventilation. It is still the main recitation building, and the administrative offices are at present still located in it.

(2) Ilfeld Memorial Auditorium, a large, commodious and imposing building just to the east of Springer Hall, and affording a splendid assembling place for the rapidly growing attendance of the Normal University, as well as an unequalled place for the holding of special school and city public meetings and programs.

(3) La Casa de Ramona, a handsome, well-appointed girls' dormitory, with all modern conveniences.

(4) The Dormitory Annex, to the east of La Casa de Ramona, for the accommodation of the overflow from the main dormitory.

(5) and (6) Two cottages, one of which houses one of the Normal University sororities, and the other of which is at present used as a residence by a member of the faculty.

(7) The Normal University Dining Hall, north of La Casa de Ramona.

(8) The Dormitory Laundry, to the east of the Dining Hall.

(9) The Manual Training Shop, at present located in temporary buildings to the east of the Dining Hall and Laundry, but with one of the best manual training equipments in the entire southwest.

(10) The Domestic Science and Art Building, across University Avenue from Springer Hall.

(11) The Normal University News Building and Print Shop, just to the west of the Domestic Science Building across University Avenue.

Plans have been made, and specifications drawn up, for a much-needed administration building between La Casa de Ramona and the Ilfeld Memorial Auditorium, and for a heating plant to the east of the Domestic Science building, but work on these awaits the action of the next session of the legislature.

Equipment

The Normal University has for a number of years been possessed of a splendid equipment for the work it undertakes to do, but this year it is even better equipped than ever before. Its rooms have been furnished with the newest and best type of substantial and convenient desk-chairs; entirely new and thoroughly up-to-date chemical, physical, biological, agricultural and domestic science laboratory equipments have been installed, giving the Normal University the best in the state along all of these lines; the new Ilfeld Auditorium is being equipped with seats, draperies and scenic sets that will make it one of the most convenient and comfortable in the southwest; a complete printing outfit has been added to the manual training department, and will not only enable

valuable instruction to be given in that line, but is gradually enabling the Normal University to do practically all of its own printing, and to make use of much printed matter it has not heretofore felt able to afford.

Schools of the Normal University

The Normal University is made up of the following parts or "schools":

A **Kindergarten** for the training and practice work of those preparing to teach in schools giving kindergarten work.

A **Training School** comprising the first to eighth grades, inclusive, offering opportunity for observation and practice teaching to those qualifying for elementary certificates and work. (See page 48.)

A **High School**, covering grades nine to twelve, inclusive. Graduation from the certification course in this high school department carries with it first-grade elementary certification in the state of New Mexico. The High School department also affords opportunity for observation and practice teaching by those preparing for teaching in high schools. (See page 33.)

A **Teachers' College**, with two, three and four-year courses, qualifying for the degrees of Bachelor in Pedagogy, Master of Pedagogy, and Bachelor of Arts in Education, and also qualifying for the Professional State Certificate, and for Certificates in Special Subjects for high school teaching. (See page 20.)

Extension Work, offering to groups of ten or more in towns or cities of the state opportunity for instruction by members of the Normal University faculty, such work being accepted as "residence work" towards any degree. (See page 50.)

Correspondence Work, which may be taken by individual students while teaching or at work, credits thus obtained counting towards either certification or graduation, but only a limited number of hours being accepted towards any one degree.

Summer Session

The Normal University conducts each year a Summer Session, which begins the first Tuesday in June and continues for eight weeks. All grades of the training school and high school, and all departments of the college are maintained. In addition to the members of the

regular faculty, experienced teachers from New Mexico and other states are added. The Summer Session catalog is published about March 1st of each year, and will be mailed free on request.

Continuation School

In the four weeks following the close of the regular Summer Session, an extra or Continuation Session will be given for those who prefer to use the next four weeks of their vacation in this way. From one-third to one-half of a unit of credit may be obtained in the Continuation School each year.

Soldiers' Training Courses

In co-operation with the federal and state bureaus of vocational education, the Normal University is carrying on a number of courses designed to give special training to soldiers who are seeking vocational rehabilitation. These courses lead to elementary and professional certification, commercial or industrial specialization, and specialization along other lines.

Expenses

The following list of expenses includes practically all necessities, as rooms at the dormitories carry with them the privilege of using laundry equipment:

Term fees, college or high school.....	\$5.00
Term fees, seventh and eighth grades.....	3.75
Term fees, fifth and sixth grades.....	3.15
Term fees, third and fourth grades.....	2.75
Term fees, kindergarten to second grade.....	2.40

No tuition fee is refunded

Book Deposit, required of every student.....	5.00
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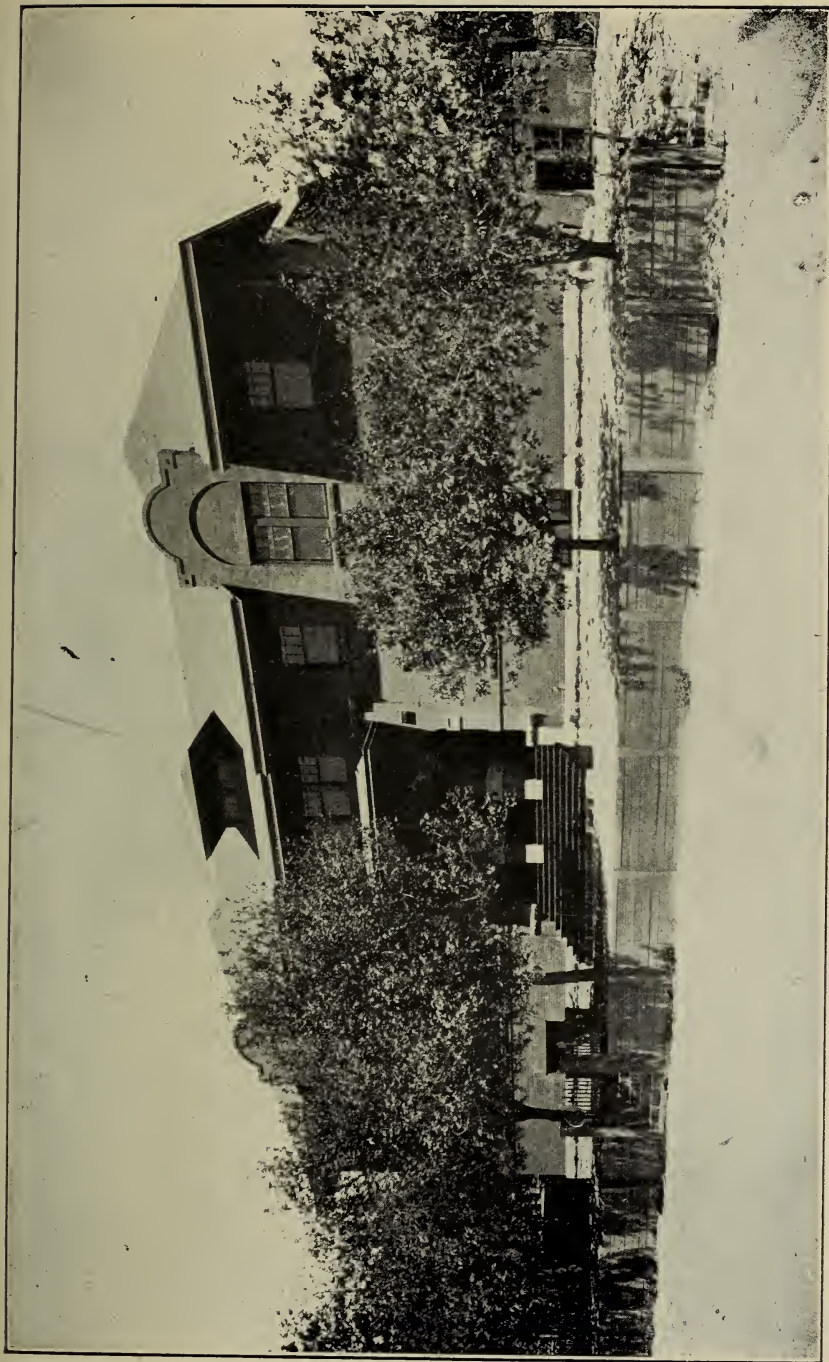
Four dollars of this deposit, less the cost of any books lost or damaged by student, are returned at end of year; the remaining \$1 is used for the maintenance of the library. All textbooks are furnished by the Normal library, and no charge except the above library fee is made for their use.

Room and board at La Casa de Ramona, two occupying one room, per month	30.00
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Meals only at La Casa de Ramona, per month in advance....	25.00
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Meals by the day, per day.....	1.00
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Neither furniture nor bedding need be brought by students, as rooms are completely furnished. Board and room may be had out in town at reasonable rates. If you wish a room reserved for you, write the president at once.



La Casa de Ramona—Main Girls' Dormitory of the Normal University

Laboratory Deposit (refunded after deductions are made for lost or broken equipment), required only of those taking laboratory work	2.00
Laboratory Fee, required of those taking laboratory work, to pay for supplies used per term.....	.75
Correspondence Tuition Fee (in addition to Book Deposit), per term-course	6.00

Dormitory Regulations

All students rooming at La Casa de Ramona or the Annex are under the supervision of the matron, and subject to the following rules and regulations:

(1) Except in cases of illness or emergency, no student is permitted to leave town on any school day, and even in the foregoing cases only by permission of the matron or the president. Permanent excuses, good for one term, to spend week-ends at home or elsewhere will be granted to students whose parents or guardians send written requests to that effect to the matron or president. In all cases of absence from own, students must sign the matron's book before leaving.

(2) Unless otherwise requested by parents, students at the dormitory are permitted to use as free time the hours between the close of school and the beginning of the evening study hours.

(3) Evening absences from the dormitory are permitted regularly only on Friday and Sunday, or Saturday and Sunday, and then not later than 10:30 o'clock. Students whose scholarship records are satisfactory are granted an extra free evening once a month, on their request and with the approval of the matron, or, in some cases, of the faculty.

(4) Girls who may be permitted by the matron, according to the standards of the institution, to attend certain chosen dances, must be in their rooms by 12:15 o'clock on such nights. Public dances, at which the attendance is unrestricted, are not approved by the institution.

(5) Evening study is carried on in supervised study rooms. Students at the dormitory will spend the hours from 7:30 to 10:00 daily, except for free nights, in these supervised study halls, preparing their lessons for the following day.

(6) All lights must be out by 10:30 p. m., and quiet secured for the night.

(7) In the absence of specific instructions from parents or guardians, the matron will exercise her own discretion in determining the places to be visited by students during their free hours, and as to the company appropriate to be kept by students under her supervision.

(8) Unless otherwise requested by parents or guardians, or unless excused for good and sufficient reason by the matron, each

student in the dormitory is expected to attend church at least once each Sunday during the period of her attendance at the institution.

(9) Each student shall take care of her own room. There shall be an inspection of each girl's room at unannounced intervals, and the personal habits thus disclosed will be given weight in the estimation of character and qualifications for teaching.

(10) Students must furnish their own electric light bulbs.

(11) Lights should be put out when girls leave their rooms or bath rooms. Those neglecting to do so will be charged extra for the use of electricity.

(12) Girls using electricity for ironing will be charged at the rate of 15c per hour, and such work must be done in the laundry or kitchen.

(13) No meals taken to rooms except in case of illness.

(14) All dishes taken from dining hall will be charged to the person taking them, until dishes are returned.

(15) Girls who have missed classes on account of illness or for other reason must present written excuses signed by the matron.

(16) Girls entertaining company at the Normal University dining hall shall be responsible for the cost of meals served to such guests.

Entrance Requirements

As the Normal University maintains grades from the primary to and through a full college course, there is no difficulty in obtaining admission into this institution. Students who have attended other schools should bring with them their credits properly certified. Credits from standard schools will be accepted without question. Those from schools that have not been accredited by proper state authority will be accepted for whatever they may be worth.

All persons intending to attend the Normal University may save themselves time, and probably inconvenience, by sending in at once transcripts of their credits for evaluation by the registrar. Send such transcripts to the Registrar, New Mexico Normal University, East Las Vegas, N. M.

Requirements for Graduation

A student having to his credit fifteen (15) units of high school credit (exclusive of such subjects as physical training, vocal or instrumental music, etc.) is entitled to a diploma of graduation from the high school department of the Normal University. Any person having ninety-six term-hours of college credit will be graduated from the college department of the New Mexico Normal University with the degree of Bachelor of Pedagogy and be entitled to a professional certificate. With forty-eight additional hours a student may receive the degree of Master of Pedagogy. The degree Bachelor of Arts in Education is granted on presenting forty-eight hours above the requirement for Master of Pedagogy.

Degrees and Diplomas

A student completing the course as set forth in the high school department will receive a diploma that will admit him into all the leading universities that accept grades from any institution. Graduates of the Normal School are granted the degree of Bachelor of Pedagogy for two years' work above high school and Master of Pedagogy for three years' work. Students completing the full course of the Teachers' College will receive the degree Bachelor of Arts in Education. No college diploma is granted for less than three terms' work during which time at least thirty hours must be earned. Two diplomas will not be granted at the same commencement exercise.

Transferability of Credits

Credits made in either the regular or the summer session of the Normal University are recognized by the larger institutions of both the east and the west, as the University of Chicago, Columbia University, the University of California, Denver University, etc.

Certification

Contrary to the idea entertained by many persons who inquire for information, the Normal University does not itself grant certificates. Credits obtained in either the regular or summer session of the Normal University, however, are reported to the state board of education and are accepted by it. A diploma of graduation from the six-year course of the Normal University is accepted without question by the state board of education as a sufficient basis for the issuance of either a five-year professional or a life certificate.

Student Organizations and Activities

Student organizations and activities of an instructive and helpful kind are encouraged by the Normal University, and a large number of such already exists. Among these are the student athletic association, the Trigonian literary society, the student commercial club, the Girls' Friendly club, the glee club, chorus and orchestra, and numerous class organization. While originated and run by students, all such organizations are under supervision of faculty advisors or sponsors.

Social and Recreational Life

A great variety of wholesome social and recreational life is open to the students of the Normal University. A social committee looks after school activities, the city offers unusual social, literary and other opportunities, and the location of Las Vegas in the heart of the scenic and historic Southwest afford a strong incentive to healthful outdoor life. In addition, athletics of all kinds are found in their appropriate season, and the student body in general is encouraged to take active part therein.

Personal Interest

The President and the faculty of the Normal University take a personal interest in all students, not only while they are in attendance at the institution, but after they have entered upon their profession. A record is kept of every student, concerning whom inquiry is frequently made, so that when school boards inquire or teachers the office may intelligently recommend them. Hundreds of teachers were aided in securing positions and promotions last year. Every student of the Normal University should send a letter to the President stating what she has done during the year, what she feels competent to do next year. These letters would be of assistance in finding the right one when a position is open. The Normal University is particularly proud of its record in aiding, not only its graduates, but those who attend for a single summer. In many cases, all that

necessary for one to do to secure a position is to let the school board know that she has attended the Normal University. There are many instances of this character on record. The Normal University is constantly aiding students of other schools to secure satisfactory positions.

COLLEGE DEPARTMENT

Entrance Requirements

Students applying for registration in the college department must submit satisfactory credentials showing completion of the regular four-year course (15 units, exclusive of such subjects as physical training, music, etc.,) in an accredited high school, or, if from an unaccredited school, must meet such examination and other requirements as may be set by the faculty for their admission.

Requirements for Graduation

Completion of the two-year college course, with ninety-six term-hours of college credit, entitles a student to the degree of Bachelor of Pedagogy and to a New Mexico State Professional or Life Certificate. For the degree of Master of Pedagogy, an additional forty-eight term-hours of college credit are required, and still another forty-eight term-hours for the degree of Bachelor of Art in Education. The measure of all work above the High School is the term-hour, which consists of five recitation periods per week of fifty minutes each with preparatory study, for twelve weeks. Where laboratory work is concerned, two laboratory periods are considered the equivalent of one recitation period for which outside preparation has been required.

Two, Three and Four-Year College Course

First Year	Term Hours
General Psychology (a, b) and Child Study (c)	15
Electives from general college course	18
Second Year (Leading to B. Ped. Degree)	
Principles of Education (a, b)	10
Special methods for Elementary schools (a, b, c)	15
School Management for Elementary Schools (a) and History of Education I (b, c)	15
Observation and Practice Teaching in Elementary School	15
Electives from general college course	8
Third Year (leading to M. Ped. Degree)	
At least three terms from the following groups of courses	15
Experimental Psychology (a)	
High School Methods (a)	
High School Management (b)	
School Administration (c)	
Electives from general college course	33
Fourth Year (Leading to Degree of A. B. in Education)	
At least three terms from the following groups of courses	15
General Sociology and Economics (a, b, c)	
Advanced Pedagogy (c)	
Educational Problems (a, b, c)	
Electives from general college course	33
By the proper use of electives in the college course, specialization or "majors" may be made in Household Arts, Manual or Industrial Arts, Commercial Work, Welfare Work, etc.	

COLLEGE

Courses of Instruction

EDUCATION

Special Methods: The elementary-school methods are divided into three parts as follows:

(a). **Primary Methods:** This course includes a brief survey of the different methods of teaching reading, followed by a more intensive study of the best approved present day methods. Occasional demonstration lessons will be given in the training school, supplementary to the regular class work. Other subjects presented are language and literature, number work, writing, spelling, drawing or other hand-work, nature study, health conditions, discipline, and the primary school program. Five periods weeks during the autumn term. Five hours credit.

(b). **Intermediate Methods:** This course is a continuation of the primary methods and is applied to intermediate grades. All the subjects treated in these grades will be taught but emphasis will be given to reading, geography, and arithmetic. Students will be required to observe the critic teacher, write lesson plans, and do some practice work. Attendance at conference is required. Five periods weekly during the winter term. Five hours credit.

(c). **Grammar Grade Methods:** The methods presented in this course are suited to the seventh and eighth grades. All subjects taught in these grades will be taught with emphasis put on history and arithmetic. Plan writing, observaion, and some practice teaching is required in these grades. Attendance at conference is required. Five periods weekly during the spring term. Five hours credit.

Observation: This course is correlated with Special Methods and Practice Teaching. Note books, reports, and round-table conferences are required. The work is under the direction of the Dean of the Training School and the immediate supervision of the critic teachers. The work will amount to five periods weekly for twelve weeks. Five hours credit.

Practice Teaching: Each student is required to do actual teaching under expert supervision before gradua-

tion. The student is given charge of a class and is held responsible for the instruction, discipline, and management of the pupils under his charge. Lesson plans must be submitted to the critic under whom the practice teacher works. These plans are due one week in advance. General and private conferences are held with the practice teachers. Prerequisite: Special Methods and Observation. Five periods weekly for twenty-four weeks, or its equivalent is required. Ten hours credit.

History of Education: (a). This course in the History of Education covers a brief survey of the primitive, ancient, medieval, and modern periods in the development of the systems of education. Under the modern period emphasis is laid upon the scientific, psychological, and sociological movements in education. Biography of the principal educators of the periods constitutes an important factor of the work. Five periods weekly during the winter term. Five hours credit.

History of Education: (b). This is a continuation of the first course in History of Education. It deals with the sociological tendencies throughout the entire history of education. The same periods are studied as in the preceding course with emphasis on the educational movements leading to the development of democracy. This course is socialization of education. Five periods weekly during the spring term. Five hours credit.

School Management: The best modern plans and methods for conducting the elementary school are studied. Special attention is given to the study of New Mexico schools and school laws. Methods and plans are made to conform to the needs of the schools of our state. Teachers who take this course will have a good working knowledge of how to organize and administer an elementary school. Five periods weekly during the fall term. Five hours credit.

High School Methods: A general survey of methods. Plans and measurements as applied to secondary schools are studied. This course includes the topics of daily programs, courses of study, habits of study, reflective thinking, the recitation, grading, promotion, and government. Up-to-date high schools are studied as examples. Current pedagogical journals are used as supplementary work. Five periods weekly for one term. Five hours credit.

High School Observation: Observation of work of Normal University instructors in the high school department. May be substituted for one term of special methods. Five hours a week for twelve weeks. Five hours credit.

High School Practice Teaching: To be substituted for training school practice teaching by those qualifying for the A. B. degree and for teaching in high schools. Daily practice teaching in the high school under supervision of department instructors. Five hours credit.

School Administration: A course dealing with the problems of public school organization and administration, as viewed in the light of the best systems in America. Among the topics to be considered are: National and State control; consolidation; inter-relation of School Boards; supervision of instruction; the teaching staff; courses of study; and other topics, as called for. Five periods weekly for twelve weeks. Five hours credit. This course will be open to all students of college rank and to persons of wide and successful administrative experience. The course will be supplemented by lectures from men of broad experience in the various fields of School Administration.

Pedagogy of Grammar: Aim—The study of vital and usable grammar rather than that of intricate technicalities, and the principles and methods of teaching these and other phases of grammar. Brief study of etymology. Repudiation of certain commonly-taught inconsistencies concerning verbs. Corrections of common errors. Composition often, for grammatical construction and literary finish. Five periods weekly for twelve weeks. Five hours credit.

For **Pedagogy of Arithmetic**, See Mathematics.

General Psychology: A sufficient knowledge of the facts of consciousness and a sufficient insight into the scientific method to enable the student to pursue the advanced work in the Department of Psychology and the work in the Department of Education. Five periods weekly for the autumn and winter terms (twenty-four weeks). Ten hours credit.

Child Study: The biological, physiological, psychological and sociological study of the growth and development of the child. Prerequisite: General Psychology I. Five periods weekly for the spring term (twelve weeks). Five hours credit.

Principles of Education I: (Pedagogy). A general view of the field of pedagogical discussion from the psychological viewpoint, to familiarize the student with the fundamental problems of education from the standpoint of the child, and with the particular problems now occupying the minds of educational investigators and thinkers. Prerequisites: General Psychology I and Child Study I. Five periods weekly for the autumn and winter terms (twenty-four weeks). Ten hours credit.

Experimental Psychology: Based on Starch's Experiments in Educational Psychology. Concrete illustrations of the laws governing the learning process. Prerequisites: General Psychology and Child Study I. Five periods weekly for the autumn term (twelve weeks). Five hours credit.

Psychology of High School Subjects: The biological, physiological, psychological, and sociological study of the growth and development of the adolescent. Prerequisites: General Psychology I and Child Study I. Five periods weekly for the winter term (twelve weeks). Five hours credit.

Social Psychology: Textbooks, lectures and periodicals. Prerequisites: General Psychology I. Five periods weekly for the spring term (twelve weeks). Five hours credit.

Principles of Education II: Based on Hall's Educational Problems, Volumes I and II, and Moll's Sexual Life of the Child. Special subjects assigned for investigation and reports. Prerequisites: General Psychology I, Child Study I, and Principles of Education I. Five periods weekly for the term (twelve weeks). Five hours credit.

ENGLISH

English V. (The Short Story). A study of the art of the great short story writers in English with translations of some of the short stories of the leading European writers. Short stories written by students. Five periods weekly for thirty-six weeks. Fifteen hours credit.

English VI. (History of the English Drama). Special stress will be placed upon Shakesperian plays and sonnets. A number of Shakespeare's plays will be closely studied. The Tudor and Stuart Times and Shakespeare's life and art as changing with the times will form the background of the work. Five periods weekly for thirty-six weeks. Fifteen hours credit.

English VII: (Modern Poetry). A study of the various schools of modern verse and of representative poets in each school. French, Irish, English and American poets reviewed. Five periods weekly for thirty-six weeks. Fifteen hours credit.

English VIII. (French Literature). A history and critical survey of the French literature. A study of the works of Vilon, Marot, Gautier, Cornielle, Racine, Moliere, Maeterlinck, Balzac, Hugo, Dumas, Sue, Voltaire, George Sand, Zola and Anatole France. Five periods weekly for thirty-six weeks. Fifteen hours credit.

HIGH SCHOOL METHODS—See Education.

HISTORY—See Social Sciences.

HOME ECONOMICS

Home Economics V: (a-b-c). Advanced course in textiles and clothing, foods and cookery, laundrying, home and general dietetics, and home and general nursing. Five hours weekly for thirty-six weeks. Fifteen hours credit.

Home Economics VI: (a-b-c). A second-year college course completing the work required for the bachelor of science in home economics and qualifying teachers for work under the provisions of the Smith-Hughes vocational education act. Five hours weekly for thirty-six weeks. Fifteen hours credit.

MATHEMATICS

In order to raise the standards of the teaching of mathematics in the high schools of the state, the Normal University offers a wide range of college mathematics selected and taught with the special problems of the high school teacher in view. The curriculum is flexible, hence the needs of the students are vital factors in determining what courses are offered in any particular term.

Mathematics IV. (The Pedagogy of Arithmetic). The course demands wide reading in the pedagogy of the subject, reports, discussions, and the critical study of a text. It aims to acquaint the teacher with the most progressive thought of the day on the teaching of arithmetic and to increase his scholarship in the same. Five periods weekly for twelve weeks. Five hours credit.

Mathematics V. An introduction to mathematical analysis. In keeping with the best modern thought, this is a mixed course in graphic algebra, calculus, trigonometry, analytical geometry and the more useful portions of algebra. Five periods weekly for thirty-six weeks. Fifteen hours credit.

Mathematics VI. This is a more intensive course in analytics and calculus, and grows out of Mathematics V. Five periods weekly for thirty-six weeks. Fifteen hours credit.

Mathematics VII. (a. b.) The Pedagogy of High School Mathematics. The course is based upon the study of many authors on the pedagogy of the subject, the reports of the National Committee on Mathematical Requirements, the reports of the International Committee on the Teaching of Mathematics, the history of Mathematics and the study of the more difficult parts of algebra and geometry, but from texts of college rank. Five periods weekly for twenty-four weeks. Ten hours credit.

Mathematics VIII. (a). The study of selective topics in algebra, such as the theory of equations, determinants, complex numbers and infinite series. Five periods weekly for twelve weeks. Five hours credit.

Mathematics IX. (b. c.) A teachers' course in modern plane geometry, including those theorems and constructions that lie just beyond the high school plane but are closely associated with the high school field, such as transformations by homothetic figures, by inversion, by coaxal circles, etc. Five periods weekly for twelve weeks. Five hours credit.

Mathematics X. (a). A teachers' course in solid geometry. The course is developed by more vigorous thinking than could be used in the high school, and greatly extends the student's horizon in the geometry of space. Five periods weekly for twelve weeks. Five hours credit.

When there is sufficient demand, courses are offered in differential equations, projective geometry, advanced analytics, advanced calculus, and the theory of functions. These are flexible courses to fit the needs of the student. The amount of credit depends upon the work done.

METHODS—See Education

OBSERVATION—See Education

PEDAGOGY—See Education

PRACTICE TEACHING—See Education

PRINCIPLES OF EDUCATION—See Education

PSYCHOLOGY—See Education

SCHOOL MANAGEMENT—See Education

PUBLIC SPEAKING

As the world is coming to a fuller recognition of the place of this work in educational fields, it is safe to assert that no previous training and experience can be too great to bring to bear upon the study of this art. The aim of the Public Speaking department is two-fold: the development of the student's ability to organize and present his own thoughts in his own words; second, the ability to give a true vocal interpretation of the thoughts of others as found in our best literature. Throughout the course the student is trained to establish correct habits of standing, walking and sitting, to the end that physical, mental and moral culture may be expressed in good presence, dignity, poise and self-control.

Public Speaking I: A fundamental course, embracing the principles underlying oral expression, stage deportment, voice drill, impromptu speaking. Special emphasis is laid on the content and purpose of the speech. Constructive criticism and debates.

Public Speaking II: (Dramatic Production). Stage work for ease and freedom of expression. Production of farces and one-act plays. Dramatic analysis and staging of scenes from Shakespeare.

Public Speaking III: (Advanced Expression). Theory and principles of expression, training of the imagination, impersonation, dramatic interpretation, respiration, voice placement, articulation, elements of expression, extemporaneous speaking; preparation for announcements, toasts, presentation speeches; pantomimes; dramatic analysis and presentation of some standard play.

Public Speaking IV: (Story Telling). For the benefit of the teachers in training, a course in story telling will be offered. Source material embracing stories correlating with history, geography, art, music and other basic subjects will be given.

SCIENCES

Agriculture II. To meet the increasing demands for a more thorough preparation for the teaching of agriculture, to better understand the development of plants and animals, and to more fully appreciate the advantages of rural life, the Normal University offers college work in agriculture. (a) Agronomy and farm management, physical properties of soils, tillage and cultural methods for cereals and other crops, seed judging and testing, forage crops, dry farming, farm machinery, the purchase, organization, equipment and operation of the farm with reference to financial returns. (b) Animal husbandry, poultry, dairying, breeding and herd-book study, care of eggs, care of cows, milk testing. (c) Horticulture, gardening, forestry. Three recitations and two double laboratory periods weekly for thirty-six weeks. Fifteen hours credit.

To meet the requirements of those who wish to do advanced work in biology, as a foundation for psychological, educational, sociological and natural sciences, college courses are offered in biology.

Biology II: (a-b). (General Biology). A study of some of the fundamental laws of biology that have a bearing on education. It considers history of biology, the chemistry of living matter, cell divisions, genetics, heredity, animal psychology, evolution and civic biology. Five hours weekly for twenty-four weeks. Ten hours credit.

Biology II: (c). An introduction to embryology and comparative anatomy of vertebrates. The collection and preservation of biological materials, the preparation of slides, and classification of the chief groups of plants and animals. Five hours weekly for twelve weeks. Five hours credit.

Botany I. A thorough, systematic study of plant evolution. A careful detailed study of the principles that govern plant life, both in the class room and in the laboratory. The relation of structure to function of different parts of the plant, by a study of the various typical plants in the laboratory. Particular emphasis upon the study of the life history and methods of control of such fungi and bacteria as the rusts, smuts, and blights, which cause disease in our economic plants. Three periods of lectures and recitations and two double periods of laboratory work per week for the semester (eighteen weeks). Seven and one-half hours credit.

Zoology I. A thorough knowledge of the structure and life histories of certain typical animals, and the inter-relations of structure, habit, and environment. The student is required to search for principles and their applications. Particular stress upon the study of vertebrate animals of economic importance. Agricultural application wherever possible. Three periods of lectures and recitations and two double periods of laboratory work weekly for the first semester (eighteen weeks). Seven and one-half hours credit.

SOCIAL SCIENCES

Sociology and Economics (a, b, c). First half of year devoted to study of sociological writers, problems and proposed remedies, and last half of year to similar study of economic writers, problems and proposed remedies. Five hours college credit for each of three terms, or seven and one-half hours college credit for either half of the year's work.

Recent History (a, b, c). European history since about 1876 and American history since 1898, ending with a study of current European and American movements and problems. Five hours college credit for each of these terms.

A History of Philosophy (a and b). A study of the foundations laid for the Greeks by the ancients, special study of the Greek and Roman philosophers, and the connection between the earlier and the present-day philosophers and philosophies. Five hours college credit for each of two terms.

SOCIOLOGY—See Social Sciences

SPANISH

Spanish V. For pupils of College rank who have never studied Spanish. The work done in Spanish I and II of the high school course is all covered in one year with five recitations a week. Castilian pronunciation; main principles of grammar, including all the irregular verbs; the use of the subjunctive in main clauses and in subordinate clauses; the imperative mood; the subjunctive used as imperative and the real imperative; personal pronouns, composition, dictation; memorizing of at least one hundred thirty lines of easy prose or verse; reading of at least two hundred twenty-five pages of easy, modern texts. Texts: Valera, *El Pajaro Verde*; Grammer, Coester; Composition, *Elementary Spanish Prose Book* by Wilkins; Readers, *Elementary Spanish Reader* by Espinosa, and *Elementary Spanish-American Reader* by Berge-Soler & Hatheway. Five periods weekly for thirty-six weeks. Fifteen hours credit.

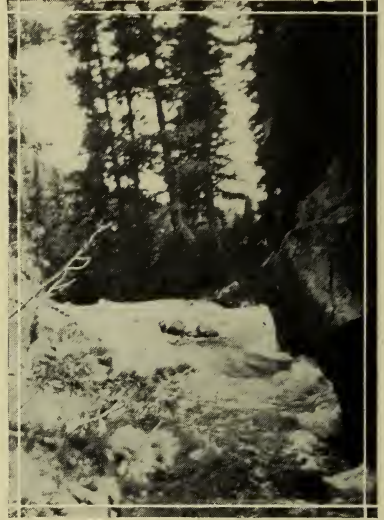
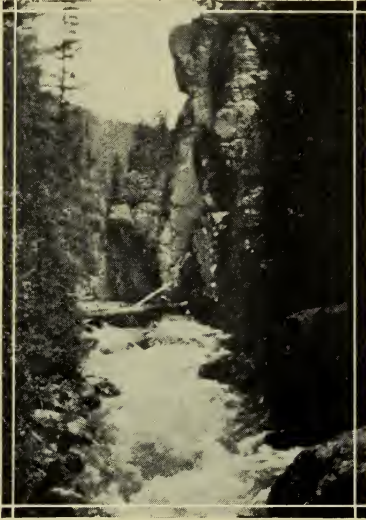
Spanish VI. (Prerequisites: Spanish I and II, or V, or the equivalent). For pupils of college rank who have had two years of high school work, or Spanish V. This work covers that done in Spanish III and Spanish IV of the high school course. Rapid review of formal grammar; dictation and memorizing; composition and conversation; oral and written summaries; careful study of syntax; reading and translation in class of at least five hundred pages of selected prose and verse; and reading outside of class, of two hundred pages. Texts: Grammar, Spanish Grammar by Hills and Ford; Composition, Advanced Spanish Composition and Conversation by Espinosa. Books read in class: *El Capitan Veneno* by Alarcon; *Zaragueta* by Carrion-Aza; *Jose* by Palacio Valdez; *Guzman el Bueno* by Gil y Zarate; *Dona Clarines* by Alvarez Quintera; *Legends, Tales and Poems* by Becquer. Books read outside of class: *El Sombrero de Tres Picos* by Alarcon; *La Mariposa Blanca* by Selgas. Five periods weekly for thirty-six weeks. Fifteen hours credit.

Spanish VII. (Prerequisites, Spanish III and IV, or VI, or the equivalent). Introduction to Spanish Literature. Composition. Rapid reading of modern authors and other more important writers of the seventeenth century. Short reports in Spanish on works read in class, and similar reports in English on works read out of class. Five periods weekly for thirty-six weeks. Fifteen hours credit.

SPECIAL METHODS—See Education



The Snow-Capped Mora Mountains, North of Las Vegas



Two Views of the Upper Gallinas River



Porvenir Lake
Las Vegas, N. Mex.

MALANEY
PHOTO

HIGH SCHOOL DEPARTMENT

Entrance Requirements

Any graduate of a standard eight-grade elementary school is eligible to entrance into the high school department of the Normal University. Others are required to submit credits constituting the equivalent of such a course, and should submit them some time before the opening of the session in which they wish to enter, in order that the credits may be evaluated. Students with high school credits from accredited high schools will be given the advanced standing to which their credits entitle them.

Requirements for Graduation

Fifteen "units" of "solid subjects" are required for graduation from the high school department of the Normal University.

A High School "unit" is defined as the work carried with preparatory study five recitation periods weekly for thirty-six weeks. A recitation "period" must be forty-five minutes; but the Normal University's recitation periods are fifty minutes in the clear. A portion of the fifty-minute period may be used for supervised study or an elaboration of the lesson-assignment. In high school courses requiring both recitation and laboratory work, a unit's work consists of three recitations and two double laboratory periods weekly for thirty-six weeks. In strictly laboratory courses, in either high school, normal, or college work, two laboratory periods are equivalent to one recitation period.

By "solid subjects" is meant subjects requiring textbook work, and such subjects as physical training, vocal and instrumental music, freehand drawing, typing, and others requiring laboratory or shop work without textbook work are not included in the list of subjects required for 15-unit graduation. The requirements of the Normal University for graduation from its high school department are those set by the North Central Association of Secondary Schools and Colleges.

GENERAL HIGH SCHOOL COURSE

First Year	Units
*Physical Training I.....	1/4
English I	1
General Science	1
Latin or Spanish I.....	1
Any one of the following.....	1

Industrial Work I (Manual Training or Printing)

Domestic Science and Art I (Cooking and Sewing)

*Fine Arts I (Music, Art, Dramatics)

Second Year

*Physical Training II	1/4
English II	1
Mathematics I	1
Latin or Spanish II.....	1
Any one of the following	1

Biology

Commerce I (Penmanship and Commercial Arithmetic)

Industrial Work II

Domestic Science and Art II

*Fine Arts II

Third Year

English III	1
Mathematics II	1
General History	1
Any one of the following	1

Physics

Latin or Spanish III

*Commerce II

*Industrial Work III

*Domestic Science and Art III

*Fine Arts III

Fourth Year

United States and New Mexico History and Civics.....	1
Any two or three of the following.....	2 or 3

English IV

Chemistry

Latin IV

Spanish IV

Elective History

*Commerce III

*Industrial Work IV

*Domestic Science and Art IV

*Fine Arts IV

* Do not count towards a fifteen-unit graduation. Not more than two units of commerce, industrial work, domestic science and art, or fine arts, are accepted by colleges in general as entrance credits.

HIGH SCHOOL COURSES OF INSTRUCTION

AGRICULTURE—See Sciences

BIOLOGY—See Sciences

CHEMISTRY—See Sciences

CIVICS—See Social Sciences

COMMERCE

The chief object of the high school division of this department is to induce students of the proper caliber, upon graduation, to enroll in the two year normal school curriculum to prepare for commercial teaching. Those students who do not desire commercial teaching and show no real ability for it are directed into actual business pursuits. The technical training is the same whether one intends to teach stenography, or practice stenography in a business office. To serve this two-fold function, two curriculae are offered: (1), Accountancy curriculum, to prepare for bookkeepers and teachers of accountancy; (2), Stenographic Curriculum, to prepare stenographers and teachers of Stenography.

Penmanship I: An easy and legible style is taught. Students who intend to enter the business field as teachers, bookkeepers, or stenographers, should take this course. Five periods weekly for the winter and spring terms (twenty-four weeks). One-third unit credit.

Business Arithmetic I: A review of the principles and operations of arithmetic encountered in actual business. Proficient calculation, shortcut methods. Five periods weekly for the winter and spring terms (twenty-four weeks). Two-third unit credit.

Typewriting: The touch method is used. Proper arrangement of business letters and envelopes, manifold- ing telegrams, and cablegrams, and rough drafts. The student is required at the end of the year to typewrite twenty-five words a minute net for ten minutes with not more than five errors. Five periods weekly for thirty-six weeks. One-half unit credit. Material: Remington Awards Test.

Typewriting II: Accuracy and speed are the watch-words the second year. The student is taught to take dictation, to compose, and to do difficult tabulating. A speed of forty words a minute net for ten consecutive minutes with not more than five errors, must be attained. Five periods weekly for thirty-six weeks. One-half unit.

Stenography I: The Gregg system of stenography is taught. The principles are completed in about twenty weeks. Dictation and transcription of simple letters and articles begin after the twelfth week. The student is required at the end of the year to write fifty words a minute in a ten-minute test. Five periods weekly for thirty-six weeks. One unit credit.

Stenography II: Development of dictation and transcription speed. The student is required at the end of the year to write one hundred words a minute in a ten-minute test. Five periods weekly for thirty-six weeks. One unit credit.

Accounting I: A study of the principles and procedure of single proprietorship and partnership accounting. Five recitations and five laboratory periods weekly for thirty-six weeks. One unit credit.

Accounting II: A study of the principles and procedure of corporation accounting. Five recitations and five laboratory periods weekly for thirty-six weeks. One unit credit.

Business Law: Foundation in the general principles of law; a special study of the laws relating to business life in general and of those relating to the occupations generally followed by commercial graduates. Five hours weekly for twelve weeks. Five hours credit.

DOMESTIC SCIENCE—See Household Arts

ENGLISH

English I: (Composition and Introduction to Literature). Textbook on rhetoric and composition, including a thorough review of grammar and punctuation, followed by elementary work in narration, word-study, and letter-

writing. Literary phases centering about classics—Stevenson's *Treasure Island*, Scott's *Ivanhoe* and *Lady of the Lake*, and Dickens' *Christmas Carol*. Written themes, weekly. Five periods weekly for thirty-six weeks. One unit credit.

English II: (Continuation of course I). Textbook on rhetoric and composition, with special emphasis on description and exposition, oral work, and expressive reading. Literary appreciation and written work centering about classics chosen as models of thought and composition—Julius Caesar, Silas Marner, *Merchant of Venice*, *Idylls of the King*, Macaulay's *Essay on Burns*, and *Burns' Poems*. Five periods weekly for thirty-six weeks. One unit credit.

English III: (American Literature). A study of the men and the books that reflect the American spirit. Textbooks on American literature. Special classics read and studied,—*The Spy*, *House of Seven Gables*, *House of Usher*. Written work very often—narrations, descriptions, and expositions. Outside reading required, reports given in class. Works of recent writers—Aldrich, Joel Chandler Harris, Bret Harte, Mark Twain, Dr. Van Dyke, and William Dean Howells. Written themes weekly. Five periods weekly for thirty-six weeks. One unit credit.

English IV: (English Literature). History and significance of English literature for the life of the English-speaking world. Textbooks on English literature. Study of masterpieces—*Hamlet*, *Essay on Milton* by Macaulay, *Paradise Lost*, *Macbeth*, *Princess*, *Far from the Mad-den*, *Crowd* by Hardy, *Chaucer's Prologue*, and *Mid-summer Night's Dream*. Much outside reading required. Five periods weekly for thirty-six weeks. Written work required. One unit credit.

FINE ARTS

Fine Arts I and II (a-b-c): Beginning with elementary free-hand drawing and progressing to the more advanced work in outline, relief, light and shade. Taken from life, still life, casts, nature and perspective in its application to interior and exterior drawings. Media: pencil, charcoal, pen and ink, water colors, crayon, pastel, tempera. Five periods weekly for thirty-six weeks. One-half unit credit.

Fine Arts III and IV (a-b-c): Pose drawing and cartooning. Drawing from costumed model, casts, antiques, etc. Media: Pencil, charcoal, pastel, water colors. Five periods weekly for thirty-six weeks. One-half unit credit.

HISTORY—See Social Sciences

GENERAL SCIENCE—See Sciences

HOUSEHOLD ARTS AND SCIENCES

Domestic Science I: Study and preparation of simple foods, and laundry work. Two recitation periods and three double periods of laboratory work weekly for eighteen weeks. One-half unit credit.

Domestic Science II: Advanced study of foods and of their value to the body. Advanced laundry work. Two recitation periods and three double periods of laboratory work weekly for eighteen weeks. One-half unit credit.

Domestic Art I: Plain sewing, making of simple dresses, and drafting of patterns. Two recitation periods and three double periods of laboratory work weekly for eighteen weeks. One-half unit credit.

Domestic Art II: Advanced continuation of course I. One-half unit credit.

Advanced Courses in Domestic Science and Domestic Art, for the third and fourth year of the high school and preparing for college work leading to the degree of Bachelor of Science in Home Economics, are in process of preparation, and will be available for any students wishing to take them during the school year 1922-1923.

INDUSTRIAL ARTS

The courses in drawing are so designed as to give the student a working knowledge of practical drafting and opportunity to acquire skill in the use of drawing instruments which will be of definite commercial value to him should he desire to turn them to account. The mechanical drawing will be correlated with the shop work throughout the courses.

It is the purpose in shopwork to present fundamentals of subject matter and shop practice in various lines of mechanical work, rather than extend experience in some one line. Commercial methods will be studied and observed in the work so far as practicable. The courses are designed to meet the needs of students for either technical or vocational pursuits.

Drawing

Drawing I: Geometrical drawing and introduction to working (or shop) drawings. Each student furnishes a set of drawing instruments, approved by the instructor. Five periods weekly for the fall term. One-third unit credit.

Drawing II: Mechanical drawing. Orthographic projections, evolution of solids, isometric construction, cabinet projections and some plates of practical mechanical drawings of machine parts. Five periods weekly for fall term. One-third unit credit.

Drawing III: Machine drawing. A plate drawing-room standard; one of bolts, screws, nuts, conventions; several drawings of machine parts. Advanced work. Prerequisites: Drawing I and II. Five periods weekly fall term. One-third unit credit.

Drawing IV: Architectural drawing. A study of standards in architectural drawing. After making a few plates of some building already designed, the student makes several plates of various views of building design of his own work. Work upon bills of material, estimating, and a set of specifications drawn. Five periods weekly for fall term. One-third unit credit.

Shop

Manual Training I: Woodwork. Instruction in the use and care of tools and equipment. Study of common commercial woods, their physical characteristics, principal uses, region of production and manufacture. Study, design, making, and repair of chicken coops, brooders, concrete forms, wagon boxes, repair of household articles of furniture, minor repairs around the house and home, etc. Some elementary cabinet construction. Wood-working machines: It is not intended that the student shall have at his disposal a great variety of woodwork-

ing machines, but it is desirable that he should have information of a somewhat extended nature about commercial woodworking methods. Use will be made of the band saw, table saw, and jointer. Five periods weekly for winter and spring terms. Two-thirds unit credit.

Manual Training II: Intended especially for those students who wish to specialize in manual training for the purpose of teaching the subject. Woodwork in fall and winter terms; advanced woodwork, using power machinery; methods and devices for accuracy, rapidity, and facility. This course will embrace an insight into the fundamental operations and methods in modern carpentry and a broader knowledge of its principles. Woodworking in spring term: Study of lathe, use of gauge, round nose, parting tool, skew and calipers during work on the faceplate and spindle; design, and the relation of the turning-lathe to the pattern maker. Five periods weekly for fall, winter and spring term. Two-thirds unit credit.

Manual Training III: Shop practice. Fall term: Forge practice; forge work as related to machine work and all allied trades, construction of forge, forge tools, fires and smithing coal, etc. Welding: Heats, uses of flux, kinds of welds, welding iron and steel. Calculation of stock for angles, arcs, circles, U's, and irregular shapes. Methods of procedure in upsetting, drawing and bending. General forge work. Metallurgy of iron and steel: Cast, wrought, machine steel, and tool steel. Tempering, case hardening, brazing, annealing, etc. Five periods weekly for winter and spring terms. Two-third unit credit.

Manual Training IV: Machine practice: Materials and tools, standards of measurements. Bench and vise work; laying out, hammering, filing and scraping. Key fitting and broaching, threading and tapping. Machines and equipment—Lathe: Centering and countersinking, straight turning, finishing, taper turning, thread cutting, boring. Grinding Machines: Dry, wet, disc, universal drill, etc. Drilling Machines: Preparation, order of operation, speeds, etc. Drills—Milling and Planing: Speeds

and cutters, boring and facing, slotting, recesses and grooves, etc. Mechanics: Fundamental principles. Heat, power, electricity. Transmission of power; belts, pulleys, etc. Shop Ethics. Five periods weekly winter and spring terms. Two-third unit credit.

Printing I: Elementary principles and practice of type-setting, press-work and binding. Two recitation periods and three double periods of laboratory work weekly for thirty-six weeks. One unit credit.

LATIN

Latin I: (Beginning Latin). A knowledge of the pronunciation, forms, vocabularly, and elementary constructions necessary for the translation of the exercises and reading matter. Special study of syntax and irregular forms. Abundant easy reading matter. Five periods weekly for thirty-six weeks. One unit credit.

Latin II: (Caesar). Books I to IV, of Caesar's Gallic War, together with the study of syntax and prose composition. Five periods weekly for thirty-six weeks. One unit credit.

Latin III: (Cicero). The four orations against Catiline, the Manilian Law, and the Citizenship of Archais. Syntax and prose composition. Five periods weekly for thirty-six weeks. One unit credit.

Latin IV: (Virgil). Six books of the Aeneid. Much drill in the quantitative reading of Latin poetry. One period a week in the senior review of grammar and prose composition. Five periods weekly for thirty-six weeks. One unit credit.

An English grammar will be placed in the hands of each student in every class. This will be used in connection with the study of Latin forms and syntax, thus securing to the pupil a thorough foundation in English, in addition to the other benefits derived from the study of Latin.

MANUAL TRAINING—See Industrial Arts.

MATHEMATICS

As a result of the experimental work which this department has done in the past few years, the courses in mathematics have been entirely reorganized.

Mathematics I: Algebra and Geometry. The work in Algebra centers around the equation, the graph, the formula and the use of tables. It extends through the simpler phases of factoring, simultaneous equations and quadratics. Geometry begins with the construction of the various figures needed in the course, construction to scale and measuring results for problems involving heights, distances and areas. This work demands thought and action, rather than rigorous demonstration, which is foreign to the student's stage of development. This introduction is followed by the study of the simpler theorems and exercises on the congruence of triangles, lines, angles, and the properties of parallelograms and circles. Both subjects are studied the entire year for five periods a week. One unit credit.

Mathematics II: This course is a continuation of Mathematics I. Algebra is extended through simultaneous quadratics, with one linear equation; simple, radical equations and proportion. The solution of problems, not endless drill in complicated algebraic forms, receives the emphasis. In Geometry similar triangles, numerical trigonometry, areas, construction work and problems that demand arithmetic and the use of tables are stressed. Formal demonstration is neither abandoned nor allowed to crowd out the above wise, rational and educative work for adolescents. Five periods a week for thirty-six weeks. One unit credit.

Mathematics III (a) Numerical Trigonometry. The use of the trigonometric and logarithm tables, the solution of triangles, development of the most important formulas, and the solution of equations and identities constitute the work of this quarter. Five periods a week for twelve weeks. One-third unit credit.

Mathematics III: (b). Algebra. A review of the more difficult parts of elementary algebra, radicals, quadratics, simultaneous quadratics, proportion, the binomial theorem for positive integral exponents and an extension of the study of the graph of algebian equations are the core of this course. Five periods a week for twelve weeks. One-third unit credit.

Mathematics III: (c). Solid Geometry. This is a more rigorous study in demonstrative geometry than was admissable in the earlier work. The study of the relative positions of lines, planes and angles in space, the dihedral angle, the trihedral angle and its application to the sphere, volumes, surfaces and spherical geometry are the basic elements in this study. Five periods a week for twelve weeks. One-third unit credit.

MUSIC

Music I and II: (a-b-c). In this course, notation, scales, signatures, meters, rhythm, ear-training, symbols, terminology, and sight-reading are studied, progressing to more advanced sight-reading in one, two, three and four parts. Five periods weekly for thirty-six weeks. One-half unit credit.

Music III: (a-b-c). Glee Club. Music of a high standard is studied and prepared to be presented to the public. Two to four periods weekly, with additional rehearsals for concerts, etc., for thirty-six weeks. One-fourth unit credit. (Aggregating one unit if continued for four years. Open to college students).

Music IV: (a-b-c). Orchestra. Open to all students who can play orchestral instruments. Two and three periods weekly for thirty-six weeks. One-fourth unit credit (aggregating one unit credit for four years' work). Open to college students.

PHYSICAL EDUCATION

Physical Education I and II (a-b-c): (a), Autumn term: Swedish gymnastics, rudiments of marching, simple folk-dancing, games, and rudiments of basket ball. (b), Winter term: Marching, with fancy steps, light gymnastics, with Indian Clubs, esthetic dancing, and basket ball. (c), Spring term: Military tactics, light gymnastics with dumb-bells and wands, advanced folk-dancing, esthetic dancing, and indoor baseball. Two and three periods weekly for thirty-six weeks. One-fourth unit credit.

Physical Education III and IV: (a-b-c). (a), Autumn term: Swedish gymnastics, advanced Indian club, folk-dancing, esthetic dancing, games and basket ball. (b), Winter term: Interpretative dancing, light gymnas-

tics with dumb-bells and wands, folk-dancing and basket ball. (c), Spring term: Military marching, interpretative dancing, folk-dancing, and indoor baseball. Two and three periods weekly for thirty-six weeks. One-fourth unit credit.

PHYSICS—See Sciences.

PRINTING—See Industrial Arts

SCIENCES

Agriculture I: A course in general agriculture, covering all phases of the subject, with special consideration of New Mexico conditions. (a) A brief survey of agricultural development from ancient to modern times, a consideration of soils and fertilizers, plant propagation and farm crops. (b) Horticulture, animal husbandry and the principles of farm management. (c) Irrigation practice and methods of dry farming, with special reference to soil and climatic conditions, the conservation of moisture and choice of suitable crops. Also how to organize and conduct boys' and girls' clubs and home project work. Three recitations and two double laboratory periods weekly for thirty-six weeks. One unit of credit.

Biology I: (a). (General Botany). A systematic study of the subject tends to cultivate habits of observation, respect for the beautiful in nature, and a systematic arrangement of our knowledge. How to collect, preserve and classify plants. The inter-relation of structure and function of plants; the relation of the plant to its environment; and the complex life processes of the plant. Emphasis on the study of such plants as are of the most economic importance, such as our common field, orchard and garden plants. Five hours weekly for twelve weeks. One-third unit credit.

Biology I: (b). (General Biology). The world in which we live. Living and non-living things, life processes of organisms, and the conditions of life. Absorption, assimilation and starch manufacture of plants, and the digestive system of man and animals. Food requirements and habits, and a consideration of the social side of the food problem. An elementary consideration of heredity and evolution. Five hours weekly for twelve weeks. One-third unit credit.

Biology I: (c). (Zoology). Lectures, recitations, laboratory and field work, based upon and largely consisting of the study of a series of types representing the most important groups of animals. The life history of such insects as the housefly and mosquito, showing their harmful nature and the means of preventing their increase. Laboratory work of observing and dissecting of representative animals of the various groups. Five periods weekly, recitations and laboratory work, for twelve weeks. One-third unit credit.

Chemistry I: The first two terms of this course are devoted to the principles and theory of elementary chemistry, special attention being paid to the application of the subject through the medium of problems and laboratory work. The work of the spring term consists of a study of the metals, industrial processes, and a short course in household chemistry. The last two weeks are given over to laboratory work in elementary qualitative analysis of simple solutions containing one unknown. Three recitations and two double laboratory periods per week for thirty-six weeks. One unit credit.

General Science: The object of this course is to develop a usable fund of knowledge about common things and helpful and trustworthy habits of considering common experiences in the field of science. The topics fall under six main heads: I, The air; II, Water and its uses; III, Work, energy and electricity; IV, The earth in relation to other astronomical bodies; V, The earth's crust; VI, Life upon the earth. Five periods weekly, comprised of recitation and laboratory work, for thirty-six weeks. One unit credit.

Physics I: The order of subjects is that given in Millikin and Gale's "Practical Physics," which is used as a text by the students. The work is made practical by the solution of problems based on the text, by class visits to some of the various industrial plants of Las Vegas and by supervised laboratory work. The order of subjects is as follows: Fall term—air and liquid pressures, force and motion, thermometry, mechanics, and the gas engine; Winter term—heat engines, magnetism and electricity; Spring term—sound, light, color phenomena, and a brief study of radio. Three recitations and two double laboratory periods per week for thirty-six weeks. One unit credit.

Physiology: Anatomy, Physiology and Hygiene. A consideration of the structure and functions of the organs of the body. Immunity from and prevention of disease. Social relations and sense reactions. Eugenics and Euthenics. Five periods weekly for twelve weeks. One-third unit credit.

SOCIAL SCIENCES

General History: (a-b-c). The geological, zoological and anthropological backgrounds of man's history and the rise of mankind in civilization to the present time. One unit of high school credit.

United States and New Mexico History and Civics IV: (a-b-c). Connects with course III. European backgrounds of American history, and the larger periods and lines of development in United States and New Mexican history to the present, ending with a study of the organization and actual working of federal, state and local governments. One unit of high school credit.

Elective Senior History: (a-b-c). The subject matter of this course will be determined at the time the course is begun. It will be an advanced study of some period or phase of history covered in the courses listed above. Five hours a week for thirty-six weeks. One unit credit.

SPANISH

Spanish I: Castilian pronunciation, rudiments of grammar; written exercises and dictation, simple prose reading (at least seventy pages), memorizing of easy poetry (at least thirty lines). Grammar—Coester. Reader—Espinosa; Elementary Spanish Reader. Five periods weekly for thirty-six weeks. One unit credit.

Spanish II: The principles of grammar, including all the irregular verbs; the use of the subjunctive in main clauses and in subordinate clauses; the imperative mood; personal pronouns; composition; dictation; memorizing of at least one hundred lines of easy prose or verse; reading of at least one hundred fifty pages of easy, modern texts. Grammar—Coester. Composition—Wilkins: Elementary Spanish Prose Book. Reader—Berge-Soler & Hatheway; Elementary Spanish-American Reader. Text—Valera: El Parajo Verde. Five periods weekly for thirty-six weeks. One unit credit.

Spanish III: Introduction to study of syntax with a rapid review of formal grammar. Dictation and memorizing. Reading and translation of carefully graded texts (at least two hundred fifty pages). Careful drill in pronunciation. Grammar—Hills and Ford: Spanish Grammar. Texts—Alarcon: El Capitan Venemo, Carrion-Aza: Zaragueta. Palacio Valdez, Jose. Five periods weekly for thirty-six weeks. One unit credit.

Spanish IV: Further review of grammar and more intensive study of syntax. Composition and conversation. Oral and written summaries and dictation. Two hundred fifty pages of selected prose and verse in class and two hundred pages for outside reading. Grammar—Hills and Ford: Spanish Grammar. (For reference only). Composition—Espinosa: Edvanced Spanish Composition and Conversation. Books read in class—Gil y Zarate: Guzman el Bueno; Quintero: Dona Clarines; Becquer: Legends, Tales and Poems. Books read outside class—Alarcon: El Sombrero de Tres Picos; Selgas: La Mariposa Blanca. Five periods weekly for thirty-six weeks. One unit credit.

TRAINING SCHOOL DEPARTMENT

Organization and Faculty

The Training School comprises the first eight grades. It is under the immediate direction and supervision of the Assistant-Dean for the Training School. Each grade is in charge of a Critic Teacher, who teaches at all times except during the Student-Teachers' practice-teaching periods. The Critic-Teachers teach before the Normal-Training Observers; and they supervise the Normal-Training Practice-Teachers. The "special subjects," including physical training, manual arts, household arts, fine arts, music, Spanish, etc., are taught by the faculty members of the respective departments.

The Critic Teachers offer courses in methods dealing with their particular grades.

Observation and Practice Teaching

It is the policy of the school that all Supervisors and Critic Teachers of the Training School shall have been educated in Normal Schools and have had in addition thereto University training. The opportunity of observing a thoroughly educated and widely-experienced teacher deal with the problems of the school room, and then to teach under such a teacher, is of inestimable value not only to young teachers but also to those who have had experience in either rural or city schools. Those who have attended the summer school have learned the value of this department, and each year a larger number enroll for observation and practice-teaching. The value of observing first-class teachers at work is recognized everywhere that good teaching is required. In many states, to secure a certificate without examination, practice-teaching is required. It aids in securing a professional certificate in this state. This work is as important to the high school teacher as to the elementary school teacher. The Normal University gives observation work and practice-teaching in the High School also.



COMMERCIAL



CEUB



1922



N-M-N-U



One of the Normal University's Live Organizations Out on a Hike

Conference Periods

The Dean of the Training School holds weekly conferences, attended by Critic Teachers, the students who are practice-teaching, who are observing, and who are in the Methods Class. Reports are made, criticisms offered, and demonstrations of Methods given by the Critic Teachers. Heads of the various departments of College and High School appear before this conference and discuss various questions of Methods bearing on their work. Free discussion is permitted to all attending the conference.

Elementary School Curriculum

The curriculum of the eight grades of the Training School is practically that which is required in the "State Course of Study," but is more complete. The methods of teaching employed in the Training School are those presented in the Normal and College courses in the Departments of Psychology and Education.

A "Training School Manual" for the New Mexico Normal University is now in preparation, to be issued later.

EXTENSION AND CORRESPONDENCE WORK

Extension Work

Extension work is the actual extending of the class work of the Normal University to groups of students in such towns and cities of the state as are able to enroll large enough classes to justify the sending out of one or more members of the faculty for semi-monthly personal visits and instruction to such groups of students. Classes meet weekly, being under the general supervision of some local instructor designated by the Normal University. Courses run in twelve-week terms corresponding to those of the Normal University. The cost of the course is \$6 per term-course, with a book deposit of \$5 required for each person. Four dollars of the book deposit is refunded on completion of extension work. Send for special Bulletin on Extension Work for further details. Address, Director of Extension Work, Normal University, East Las Vegas, New Mexico.

Correspondence Work

Correspondence Work is the reading, correcting and grading of papers sent in to the Correspondence Department by individual students anywhere out in the state. Courses run in twelve-lesson series corresponding to actual classwork in the Normal University. A year, however, is allowed for the completion of correspondence work, if that amount of time is needed by the student. Credits in many subjects may be very satisfactorily obtained through correspondence work. The cost is \$6 per term-course, with a book deposit of \$5 required from each person. Four dollars of the book deposit is returned on the completion of the correspondence work. Send for Special Bulletin on Correspondence Work. Address, Director of Correspondence Work, Normal University, East Las Vegas, New Mexico.

ALUMNI

Number of Graduates
Comparison

	Commencements	
	1899-1910	1911-20
Academic Department	45	270
*Three-Year Normal Course	12	2
*Four-Year Normal Course	5	..
*Five-Year Normal Course	27	2
*Four-Year Normal Course with degree, Bachelor of Pedagogy	31	..
*Six-Year Normal Course with degree Bachelor of Pedagogy		231
Special Diploma		1
*Seven-Year Normal Course with degree, Master of Pedagogy		79
Special Master of Pedagogy Diploma (1899)	1	..
College Course with A. B. in Education.		35
Total	121	620
Grand Total		741

*All Normal Courses are above eighth grade.

BACHELORS OF ARTS IN EDUCATION

Eight-Year Course

Class of 1915

Charles Leonard Schreck

Class of 1916

Drury L. Adkins	*Florence Oella Mair
Freda Frank Appel	Byron Justus Read
Clarence S. Cramer	Edwin Arthur Schreck
Jennie Pearl Hutchinson	
(Mrs. Sidney M. Bedford)	

Class of 1917

Tinnia May Conger	John William O'Banion
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Class of 1918

Doyle C. Barnett	Edith C. Tickner
	(Mrs. Henry Ward)

Class of 1919

Lucetta Powell Cobb	Humphrey Gray Owen
Myrtle May Hood	Rosalie Pierce Powers
(Mrs. C. A. McMillan)	L. Bell Reed
Charles Wesley Mottinger	Cassie R. Spencer
Ida Gertrude Nolds	

Class of 1920

**Gladys Hamilton Adkins	**Blanche Moss
Emma Brittain	May Rees
William Jarvis Howes	M. Alexander Rogers
Louise Consuelo Jaramillo	Rice Sylvester Tipton
Carolyne V. McClure	**Susie Deane Whitaker
Addie Mair	Ernest Alexander White
Alice Pearl Meader	Emma Ruth Ziegler
Victoria Welhelmy Miller	

*Deceased.

**Work to be completed.

MASTERS OF PEDAGOGY

Seven Year Course

Class of 1900

Jessie M. Himes

Class of 1912

Frank Carroon

Class of 1913

John C. Baker	Leona Whitworth-Logue
Anna Ryan Bruce	*Florence Oella Mair
Bessie Cavanaugh	Rufus Mead
Mary Esther Hanson	Manette Alice Myers
Margaret Hill	(Mrs. Harry L. Lawson)
Jennie Pearl Hutchinson	Helen Papen
(Mrs. Sidney M. Bedford)	Phillip Power

Class of 1914

Freda Frank Appel	Rose Mae Power
Doyle C. Barnett	Charles L. Schreck
Samuel Jesse Daley	Astyanix Douglas Smith
Arthur E. Edmunds	Rachel V. Smith
Eva Felton	(Mrs. Clyn Smith)
Mabel Ora Hinrichsen	Rice Sylvester Tipton
(Mrs. E. A. Hannah)	Alice Amelia Turner
Buford Harris Kirk	(Mrs. W. H. Devenny)
Kate Hope Livingston	Bernice K. Zingg
Elmyra Miller	

Class of 1915

Drury L. Adkins	Sylvia Pochel
Lena Eldridge	(Mrs. Theo. Fruechthing)
Lorna Ione Johnson	Rosalie Pierce Powers
(Mrs. Walter Cayot)	Byron Justus Read
Charlotte Opal Jones	Edwin Arthur Schreck
Gladys Madeline McVay	Astyanix Douglas Smith
(Mrs. J. C. Stuppi)	Sylvia Maria Vollmer
*Lora Holmes Northrup	Emma Ruth Ziegler
Belle Norton	

*Deceased.

Class of 1916

Maude Adele Hancock	Mary Barris McGriff
(Mrs. G. W. Prichard)	Ruth Hemans Schlott
S. Elizabeth Hart	(Mrs. Eric E. Cletsoway)
Ella Worley Johnson	Jeanette Ward
Frances Louise Lowry	(Mrs. Wm. L. Sells)
(Mrs. Morton J. Howell)	Hazel Effie Webb
	Addie Mair

Class of 1917

Tinnia May Conger	Edith C. Tickner
Florida Gallegos	(Mrs. Henry Ward)
Jennie Vivian Hedgcock	Chella Harryss Van Petten
Louise Consuelo Jaramillo	(Mrs. James W. Maloney)
Marion McMelan	Louise Wells
	Emma Louise Tamme

Class of 1918

Gladys Hamilton Adkins	Wilhelmina Eizabeth Voll-
Lucetta Powell Cobb	mer
	Laura Milton Smiser

Class of 1919

Carol Helen Fetzner	May Rees
(Mrs. James C. Johnson)	M. Alexander Rogers
Joseph Frederick Nielson	Margaret Irene Witt
	Mary Elvira Papen

Class of 1920

Mary Natalie Graubarth	Alice Pearl Meader
Elmira Rebecca Greason	Lorraine Marie Trainer
Vesta Addison Kiker	Nellie Preston Wells

BACHELORS OF PEDAGOGY**Six Year Normal Course****Class of 1911**

Nora Elizabeth Anderson	Anna Margaret McMahon
(Mrs. L. E. Anderson)	(Mrs. Edward J. Clare)
Nellie Eunice Ellison	Cornelia Kimball Murray
(Mrs. Robert Meyres)	Daisy Paine
Anna Maybelle Goin	Helen Papen
	Francis Louise Lowry
	(Mrs. Morton J. Howell)

Class of 1912

Anna Ryan Bruce	Pattie Frances Murphy
Mary Esther Hanson	Berthia Margaret Papen
Margaret Elizabeth Hill	Rosalie Pierce Powers
Cora Beale Key	Anna J. Rieve
*Florence Oella Mair	Merle Geraldine Schlott
Mary Dillon McGinn	(Mrs. William J. Norton)
(Mrs. Charles Gmahling)	Emma Louise Tamme
Rebecca McKenzie	Jeannette Ward
(Mrs. Harper Harmon)	(Mrs. William L. Sells)
B. Louise Murphy	

Class of 1913

Freda Frank Appel	Daisy Caroline Murphy
John C. Baker	Mae Aloisus Murphy
Maud Wimber Baker	(Mrs. Tom Morrow)
Grace Gertrude Barker	Manette Alice Myers
Mabel Benfer	(Mrs. Harry L. Lawson)
Bessie Cavanaugh	Phillip Power
Samuel Jesse Daley	Rose Mae Power
Alaska Nevada Davis	Charles L. Shreck
None Zoe Davis	Myrle Elinor Skaggs
(Mrs. C. O. Dunn)	(Mrs. Oscar O. Noetzel)
Jennie Pearl Hutchinson	Astyanix Douglas Smith
(Mrs. Sidney M. Bedford)	Rachel V. Smith
Kate Hope Livingston	(Mrs. Clyn Smith)
Leona Whitworth-Logue	Pryor B. Timmons
Aurora Refugio Lucero	Alice Amelia Turner
(Mrs. Garner D. White)	(Mrs. W. H. Devenny)
Addie Mair	Ella Josephine Young
Mary C. Mc Raynolds	(Mrs. Wallace Hesselden)
Rufus Mead	

Class of 1914

Mabel Baldwin	Agnes Longston
Doyle C. Barnett	Rebecca H. S. Livingston
Marguerite Bernard	(Mrs. C. B. Read)
Gladys Elizabeth Carroon	Enid McGee
Ruth Conrad	(Mrs. George Almes)
*Mabel Terese Devine	Elmyra Miller
(Mrs. Charles T. Cassidy)	Soledad R. Montano
Arthur E. Edmunds	Ellen Marguerite Murphy
Jena Eldridge	(Mrs. Joseph W. Wootton)
Clara A. Eschliman	*Lora Holmes Northrup
Eva Felton	Gladys Elizabeth Palmer
*Deceased.	

Jennie Vivian Hedcock
 Phebe Hart
 Mabel Ora Hinrichsen
 (Mrs. E. A. Hannah)
 Buford Harris Kirk

Byron Justus Read
 Rice Sylvester Tipton
 Sarah Gertrude Tooker
 (Mrs. John Shea)
 Louise Wells

Class of 1915

Drury L. Adkins
 Effie Anderson
 (Mrs. P. E. Carter)
 Azelia Elizabeth Austry
 (Mrs. C. H. Thomason)
 May Louise Buell
 Lucy Elizabeth Clement
 (Mrs. H. M. Pedersen)
 Marie Lorella V. Clement
 (Mrs. C. A. SeLegue)
 Florida Gallegos
 S. Elizabeth Hart
 Celia Margaret Hinrichsen
 Ella Worley Johnson
 Lorna Ione Johnson
 (Mrs. Walter Cayot)
 Charlotte Opal Jones
 Rose Kellog
 (Mrs. Ralph T. Ferson)

Frances Mildred McMahon
 Mary Louise McMahon
 Gladys Madeline McVay
 (Mrs. Joseph C. Stuppi)
 Louis Calhoun Mersfelder
 Frances Ford Myers
 (Mrs. Albert E. Hayward)
 Belle Norton
 Sylvia Pochel
 (Mrs. Theo. Fruecthing)
 Edwin Arthur Schreck
 Harley H. Seymour
 *Beulah Marvin Stagner
 Mary Katherine Tillman
 (Mrs. Ed Sanders)
 Lois D. Victor
 Sylvia Maria Vollmer
 Hazel Effie Webb
 Emma Ruth Ziegler

Artie Leona McMahon
 (Mrs. Jack Scott)

Class of 1916

Roscoe Conkling Bonney
 Tinnia May Conger
 Jessie Beatty Evans
 Elmira Rebecca Greason
 Gladys Bird Hamilton
 (Mrs. Drury L. Adkins)
 Maude Adele Hancock
 (Mrs. G. W. Prichard)
 Louise Consuelo Jaramillo
 James Hartford Kays
 Mary Barris McGriff
 Vivienne Palmer
 Mary Elvira Papen

Maude Petts
 (Mrs. H. B. Wallenhorst)
 May E. Powell
 Edith Sybil Reagan
 (Mrs. Leslie P. Briggs)
 May Rees
 Dovie Reynolds
 Ruth Hemans Schlott
 (Mrs. Eric E. Cletsoway)
 J. W. Thompson
 Edith C. Tickner
 (Mrs. Henry Ward)
 Nellie Preston Wells

Rachel Gerry Whitaker

*Deceased.

Class of 1917

Ione Vera Austin (Mrs. Tillman E. Reiff)	Raymond M. Mickle
Joan Ballantyne (Mrs. Murray Carleton)	Ruth Nahm
Ella M. Baughman	Ruby Neel Neff (Mrs. H. H. Roberts)
John Victor Bieler	Elizabeth Parnell
Lucetta Powell Cobb	Alma Catherine Paulsen
Elvie Bell Fraser	Laura Milton Smiser
Mary Natalie Graubarth	Mabel J. Smith
Mamie Head	Alice M. Tipton
(Mrs. C. T. Hale)	Lorraine Marie Trainer
Minnie Pearl Kelly	Henrietta Maria Trujillo
Vesta Addison Kiker	(Mrs. Nicholas N. Cordova)
Helen Marr Lindsey	Chella Harryss Van Petten
Edith Mae Long	(Mrs. James W. Maloney)
(Mrs. E. Pratt Pearson)	Everett M. Webb

Class of 1918

Anna E. Carr (Mrs. Walter A. McCleneghan)	Grace Beatrice Long
Pearl May Daugherty	Nora Geneva Newman
Louisa D. Doll	Joseph Frederick Nielson
(Mrs. Gibson)	Judson E. Owens
Nina Porter Fatjo	Mabel E. Polk
Carol Helen Fetzer	*Dovie Dodson Rogers
(Mrs. James C. Johnson)	M. Alexander Rogers
Arnold Laymon Garlick	Rebe Helen Sands
Lola Geisler Grimm	(Mrs. Wm. W. Phillips)
Ethel Myrth Hanes	Lena Ricketts Smith
Ethel Vickery Jewett	Juanita Lou Stagner
Sarah Charlotte Johnson	Wilhelmina Elizabeth Voll mer
Clara Vane Koogler	Margaret Irene Witt
Jessie Benton Lawrence	Gracelee Woolverton

Class of 1919

Rose Elizabeth Arnold	Laura B. Patrick
William Norman Clyde	L. Bell Reed
Carrie Irene Codlin	Kathryn Phillips
Carrie Covington	Esther Seale
Mamie Lee Crizer	Francis Irene Staron
Katherine DesMaria	(Mrs. Eugene M. Ammons)
Nora Margaret Fairly	Ellen Frances Thompson
*Deceased.	

Iva Chiles Fletcher	(Mrs. Harry E. North)
Ruby Hine Forbes	Alice Pearl Meader
Gladys Mary Keeler	Nina Asher Tople
(Mrs. Harry E. North)	Delia Vawter
Verne Sene Tuggle	John Charles Webb
Ethel Marie Umberhine	
Stella Blaney Palmer	

Class of 1920

Lucile Mary Laura Baby	**Geneva McMurtrey
(Mrs. Floyd Pendergraf)	Zadah Loulita Mudgett
Ollie A. A. Beckett	Esther Geyer Oakes
Elizabeth Bell	Bernadine O'Connell
Bessie Chambers Brown	Annabelle Pankratz
Flora J. Brown	Katherine Humphreys
Florence Kathryn Clye	Pritchett
Margaret Lourine Copeland	Elsie May Reeves
David Emanuel Erickson	Myrtle Gabina Rendon
Fannie Butler Fordon	Alda Esther Rosier
Eugenia Theresa Herber	**Tillie Elvira Schwachheim
Ellen Bowen Herron	Z. Evelyn Sparks
Mary Lydia Holt	Bessie Louise Speck
John Everett Koonce	Mamie Helen Strain
Filemon T. Martinez	Eva Allie Taylor
Phebe McAdams	Ollie Viola Thompson
Edna McKinley	Dula Mai Vickers

Four Year Course

Class of 1899

Mrs. Sallie Hume Douglas	Elba D. Stoneroad
Wellington B. Givens	(Mrs. F. R. Lord)
Jessie M. Himes	Mrs. Ella Weltmer

Class of 1900

Flora Barbara Beschle	Maggie Marion Mayers
(Mrs. O. R. Hopson)	Carrie Capitola Tuttle
Gertrude Anna Duhrsen	(Mrs. Montserrat)
Minnie Holzman	

Class of 1901

Charles Burton Barker	Vashti Edna Thomas
Virginia Hendren	Marion Winters
Helen Aurelia McNallen	(Mrs. Erle H. Hoke)
Nellie Stern	

**Work not quite completed.

Leah Georgia Murray (Mrs. J. S. Duncan, Jr.)	*Pearl Frances Rothgeb (Mrs. Theo. Hockemeyer)
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Class of 1902

Emerson Atkins	Louisa Kimball Reed
Helen Blake	(Mrs. Frank J. Teague)
Maggie Jackson Bucher	Ada Springer
Mary Edith Cooper	(Mrs. Warren B. Davis)
Helen Maude Ellis	Eunice Pauline Tamme
*Mattie E. Garlick	(Mrs. Herbert Fell)
(Mrs. W. E. Kelley)	

Class of 1903

Mattie Barker	Lillie Gertrude Johnson
(Mrs. J. L. Phillips)	Katherine Edith McConnell
	Pearl Barker
	(Mrs. Lee Hart)

GRADUATES WITHOUT DEGREE

Five Year Normal Course

Class fo 1905

Marie Hume Douglas	Louise Sporleder
(Mrs. Frank Bachelor)	(Mrs. A. B. Shelley)
	*Irene Whitmore

Class of 1906

Irma Bell	Ruby Gertrude Schlott
Myron Clayton Benedict	(Mrs. S. A. Connell)
	Laura Hallock
	(Mrs. H. F. Crail)

Class of 1907

Ada D. Albert	*Florence Oella Mair
	Mollie Basinger Austin
*Deceased.	

Class of 1908

Grace Barker	May Howell
*Tessie Devine	(Mrs. Dodson)
(Mrs. C. T. Cassidy)	Addie Mair
	Margaret Flint
	(Mrs. E. R. Collins)

Class of 1909

Artless Jeanette Browne	Bertha Papen
(Mrs. C. P. Trumbull)	Marie Schaefer
(Kindergarten Diploma)	(Mrs. Frank Thompson)
	Beulah Meredith Hartman
	(Kindergarten Diploma)

Class of 1910

Hallie Josephine Doran	(Mrs. Joseph W. Wootton)
Mary Adeline Lamb	Jeanette May Robson
Mary Dillon McGinn	Helen Cummings Schaefer
(Mrs. George Gmahling)	(Mrs. Carlos Dunn)
Rebecca Rachael McKenzie	Rachael Dunbar Ward
(Mrs. Harper Harmon)	(Mrs. Lewis Peterson)
Ellen Marguerite Murphy	

Class of 1912

Jennie Pearl Hutchinson
(Mrs. Sidney M. Bedford)

Class of 1913

Florence Louise Trahey
(Mrs. J. J. McGoe)

Four Year Normal Course**Class of 1904**

*I. Loyola Dillon	Cora Hume Pettijohn
Clara Gerhart	(Mrs. Allen Aldrich)
Anna J. Gohrman	Louise Sporleder
	(Mrs. A. B. Shelley)

Three Year Normal Course**Class of 1905**

*Florence Oella Mair	J. T. Stripling
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*Deceased.

Class of 1906

Ellen Emma Bernard (Mrs. C. A. Hunker)	Vivian Trahey (Mrs. Fred Hess)
Margaret E. Flint (Mrs. E. R. Collins)	Coramay Wagoner

Class of 1907

Anna Onofre Armenta (Mrs. Archuleta)	Marguerite Bernard Ada Susan Martin
---	--

Class of 1908

Margaret Fetz Leah Ketcham	Marie Mueller (Mrs. Floyd)
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Class of 1911

Nora Frances Trahey (Mrs. Floyd Sulier)	Ella Josephine Young (Mrs. Wallace Hesselden)
--	--

SPECIAL DIPLOMA CLASS

Artie Leona McMahon
(Mrs. Jack Scott)

NORMAL TRAINING HIGH SCHOOL**Class of 1901**

Herbert Watson Clark	Edward John McWenie
James Luther Flint	Eva Springer
Charles Wesley Givens	

Class of 1902

Helen Blake	Louisa Kimball Reed
Clarence Swain Browne	(Mrs. Frank J. Teague)
*Norris Emery Cochran	Ada Springer
Mary Sophia Gilchrist	(Mrs. Warren B. Davis)
Wynne Alexander Glassford	Eunice Pauline Tamme
	(Mrs. Herbert Fell)

*Deceased.

Class of 1903

Janete Carol Danziger (Mrs. S. Hoffman)	Cora Hume Pettijohn (Mrs. Allen Aldrich)
*George William Degner	Edward Thomas Springer
Harry Douglas Hoskins	

Class of 1904

Olive Lila Barnes	Anna J. Gohrman
Myron Clayton Benedict	

Class of 1905

Elliot Barker	Charles G. Hedgcock
Joseph S. Bowman	Pablo Hernandez

Class of 1906

Margaret Cavanaugh	Rebecca McKenzie
Vera Claire Gehring (Mrs. E. A. Norton)	(Mrs. Harper Harmon)
Daniel Tilden Hoskins	Earl Archer Norton
Florence Tilden Hoskins (Mrs. O. H. Gosch)	May Ross
	(Mrs. H. H. Conwell)
	Alice Irene Smith
	(Mrs. H. W. Wyntt)

Class of 1907

Artless Jeanette Browne (Mrs. C. P. Trumbull)	Edward S. Comstock
Edith Mildred Browne	Judd A. Dettrick
	J. Theodore Stripling

Class of 1908

Samuel J. Daley	Herbert W. Gehring
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Class of 1909

Benjamin Armijo	Geraldine Lang
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Class of 1910

Anna Ryan Bruce	Jeanette Ward
Emma Louise Tamme	(Mrs. Wm. L. Sells)

Class of 1911

Alida Gustava Carlson	Joshua DeVere Powers
Aurora Refugio Lucero (Mrs. Garner D. White)	Sylvia Maria Vollmer

*Deceased.

Class of 1912

David Marion Barker
 Arthur Hobart Comstock
 Tillie Emly Ehrich
 (Mrs. C. J. Saxton)
 Jennie Vivian Hedgcock
 Lorna Ione Johnson
 (Mrs. Walter Cayot)

Jose Juan Alfredo Lucero
 Soledad R. Montano
 Phillip Neri Sanchez
 Myrle Elinor Skaggs
 (Mrs. Oscar O. Noetzel)
 Sarah Gertrude Tooker
 (Mrs. John Shea)

Class of 1913

Fabiola Cabeza de Baca
 S. Omar Barker
 Agnes Brinegar
 Henry LeRoy Brown
 Lucy Elizabeth Clement
 (Mrs. H. M. Pedersen)
 Marie Lorella V. Clement
 (Mrs. C. A. SeLegue)
 Frank Morgan Culberson
 Willie Mae Culberson
 (Mrs. William Elliott)
 Elizabeth Grace Elliott
 (Mrs. Emile Clement)
 Carl Ellis
 *Lucy Madeline Floyd
 (Mrs. F. L. Miller)
 Solomon Gallegos
 Edna Beatrice Gerard
 (Mrs. Carl Ellis)

**Leonard Hoskins
 Pauline Jaramillo
 (Mrs. Z. A. D'Armours)
 Rose Kellogg
 (Mrs. Ralph T. Ferson)
 Clara Vane Koogler
 Lorene Rachael Livingston
 (Mrs. W. A. Cloman)
 Rebecca H. S. Livingston
 (Mrs. C. B. Read)
 Howard Bjornsen Petersen
 Mina Pochel
 (Mrs. Oliver Oxley)
 Phebe Tillinghast Russell
 (Mrs. Edward C. Smith)
 Manuel Antonio Sanchez
 Chesley Hilburn Thomason
 Everett Howard Tipton
 Alfonso Jose Trujillo

Mary Ethel Hays
 (Mrs. Alfred Mueller)

Class of 1914

Sarah A. Ackerman
 (Mrs. Wendell P. Cook)
 Azelia Elizabeth Austry
 (Mrs. C. H. Thomason)
 Nelle B. Sanders
 (Mrs. Simpers)
 Ershel Weaver Campbell
 Jeanette Carver

Frank Elliott Landau
 Octaviano Ambrozio Larrazolo, Jr.
 Alfred Livingston, Jr.
 Lorraine Fort Lowry
 Sylvia Pochel
 (Mrs. Theo. Fruething)
 Theo. Hawthorne Skinner

**Killed in action, June 28, 1918, somewhere in France.

Class of 1915

Anna Elizabeth Carr	Esther Geyer Oakes
Frank Watrous Condon	Maude Rader Patterson
Hazel Pearl Gerard	Volney Archer Poulson
(Mrs. Frank W. Roberts)	Frank Harold Hanna Roberts
Mary Natalie Graubarth	Mary Romero
Gladys Bird Hamilton	(Mrs. Herman Behrens)
(Mrs. Drury L. Adkins)	Jane Traylor
Ethel Leah Harper	(Mrs. L. H. Burns)
(Mrs. Leslie J. Dean)	Henrietta Maria Trujillo
Louise Consuelo Jaramillo	(Mrs. N. N. Cordova)
Juanita Jewett Kilgore	Kathlene Turner
(Mrs. C. B. Urton)	La Rissa Antoinette White
Edward Lee McCullough	Artie Leona McMahon
	(Mrs. Jack Scott)

Class of 1916

Drury L. Adkins	Josephine Anna Murphy
Blanche Ross Carson	(Mrs. Beech Pinney, Jr.)
Lucetta Powell Cobb	Anna Marie Nolan
Rose Louise Condon	(Mrs. Thomas P. Clark)
Clarence S. Cramer	Anna Laura Pardon
Lucy Obera Culberson	Mabel E. Polk
Carl Ehrich	Katherine Humphrey
Elvie Bell Fraser	Pritchett
Margaret Frazier	May Rees
Martha Bernice Fry	Edwin Hoffman Rosenthal
Leona Hazel Greenclay	Florentino Enrique Sanchez
(Mrs. Henry G. Frankel)	Carlos Spiess
Mary Oldham Harris	Dorothy Jane Talbot
(Mrs. James G. Guinotte)	Bernardo Trujillo
Eudora Estelle Harris	Margaret Wright Tutwiler
Troy Jenkins	Wilhelmina Elizabeth Vollmer
Edith Mae Long	Harry Vorenberg
(Mrs. E. Pratt Pearson)	Eleanor Catherine Whistler
Addie Mair	Margaret Irene Witt
*Florence Oella Mair	

Class of 1917

Maria Eliza Armijo	Anne L. Harris
Herman Ilfeld Bacharach	Mae Kennedy
Maude L. Blaney	Olivia Kennedy
Mabelle Ozell Boucher	Alice D. Kier
Orial Curtis	(Mrs. Ralph Goodrich)

Netta Knowles (Mrs. Ward)	Golden D. Neff (Mrs. L. C. Tyler)
Grace Beatrice Long	*Mabel Morrison
Christine Clara Mair	Sadie J. McCaw
Julia Masten	Zella Mayes
Elizabeth Annie Dunlap	Joseph Frederick Nilesen
Jeanette Eller	Thelma Reagan
Gertrude Elliott	Myrtle Gabina Rendon
David E. Erickson	Iona Stevens
Julian Graubarth	Verne Sene Tuggle
Effie J. Gross	Nellie Lee Wagner
(Mrs. C. H. Southern)	Roxy Walters
Lola Yessler	

Class of 1918

Henry Caldwell Archibald	Carrie Higbee
Emilie Mathilde Baca	Lilly Belle Hopson
Myrtle Norvell Billau	Max Ilfeld
John Donald Lynch Blevins	Luke Jackson
James Brown	Lena Langston
Julia Katherine Cazier	Pearl Lapp
Neva Vivian Chambers	Leslie Larremore
(Mrs. Merrill Van Slyke)	Cecelia Leyden
Mary Luella Condon	Alta Marie Morgan
Frances Delgado	William Frederick Moore
Rumalda Delgado	Mildred Deming Myers
Katherine DesMarias	Carroll Jasper Pendergraft
Olivia Louise Deutschmann	Marion Dorothy Place
Murl Douglas	(Mrs. Charles Kohl)
Millicent Hart Fisher	Elsie May Reeves
Hufiano Gallegos	Arthur Rogers
Ida Harper	Retha Helen Sale
Mary McCutcheon Harris	(Mrs. Leo Regensberg)
Hazel Hauser	Placido L. Sanchez
Laura Milton Smiser	(Mrs. Paul S. Lomax)
Juanita Lou Stagner	Ollie Glick Underwood
Ben N. Strickfaden	Martha Woolworth
Eva Allie Taylor	Mary Leonor Wright
Frances Harriett Tooker	Robert Mowry Zingg
Severino Trujillo, Jr.	Margaret Larkin
Emily Bertha Tschann	

Class of 1919

Helen Marie Allison	Filemon T. Martinez
Jose Enrique Armijo	Nellie Josephine Logan
*Deceased.	

T. Russell Baker
 Teresina Barela
 Pearl Hattie Beck
 Emily Blattman
 Amy Way Brinegar
 Margaret Virginia Chan-
 cellor
 Mildred Lucile Cobb
 Anna Barbara Conant
 Alice Garfield Counett
 Pearl Colbaugh Crossett
 Nellie Josephine Logan
 Filemon T. Martinez
 Charles Alfred Massegee
 Margaret Amy Massegee
 Sketchley L. Moore
 Susan Brayton Moore
 Evangelina Barela Morti-
 more
 Fannie Millicent Peiffer
 Lillian Belle Peiffer
 Essie Wesner Pepperd
 Helen Pfinsten

Noel Isabella Daugherty
 Vera Flodel Davies
 Margaret Foley
 Mary Catherine Fritz
 Elberto B. Greenberger
 Margaret Beatrice Hall
 Saul Harberg
 Vivian Mariam High
 Grace Hollingsworth
 Thelma Leone Horn
 Katherine Larkin
 James Stewart Ross
 Thelma Ross
 Blanche Adele Sain
 Maude Beatrice Scott
 May Shipley
 Selina Almyra Sizer
 William Horton Spillers
 Isabella Strausen
 Pearl Suter
 Lucile Martha Swallow
 (Mrs. Paul William Harr)
 Lois Agnes Tipton

Class of 1920

Mildred Matilda Anderson	Aileen Laird
Martha Lewis Buckner	Amelia Martinez
Margaret Burt	William Marion McDonald
Myrtle Copeland Campbell	Evelena Athalie Newman
Thelma Pauline Cochrane	Ann May Osmond
Elsie Lee Cross	Mary Ala Redpath
Ethel Danziger	Rebecca Amelia Rendon
Felipe Delgado	Joab E. Romero
Samuel Penrose Donig	Charles L. Rose
Mary L. Eads	Emilio Sabino Sanchez
Damon Harris Emerson	Minnie Ellen Sullivant
Faye Edith Evans	Ollie Viola Thomason
Daisy Lilian George	Gladys Blanche Tipton
Constance Byread Goodner	Eunice Al Viza Tompkins
Loyce Ima Graham	Winona Katherine Traylor
Rachel Ruth Hailey	**Dorothy Trumble
Noel Glenn Hauser	**Naomi Belle Underwood
Helen May Hodgins	**E. Horton White
Violet Caroline Hoffman	Olla Sabyna White

Mernice Lois Howe
 Peninnah Caroline Kunkle
 **Work to be completed.

Beulah Newman Wright
 Mary Elizabeth Young

Class of 1921

(All Classes for Year Included)

Alice M. Arnold	Cassie Esther Henton
Lucille M. Baby	Alice Long Hicks
(Mrs. Floyd Pendergraf)	Carrie Higbee
Lucille Smyle Barre	Lily Belle Hopson
E. J. Beck	Rebecca Elizabeth Jasper
Carrie Marie Bell	Rose Ellene Jasper
James Brown	Edna O. King
Mary L. Buell	Hanna McGarvey
Alida G. Carlson	Beulah McGee
Alice Dorothea Carroon	Alice Elizabeth Martin
Marguerite E. Carscallen	Susan Brayton Moore
Bryan Cazier	Evangeline Mortimore
Theodore Alphonse Chacon	Stella B. Palmer
Delsie Marie Chapmond	Robert Newman Parnell
Mildred Lucile Cobb	Teddy A. Pearson
Bessie Coopward Culberson	Gladys Irene Pochel
Lucy O. Culberson	Rose May Cummins Power
Lavesta Oriol Curtis	Minniann Rogers
Fabiola C. De Baca	Hilario Rubio
Gertrude Mullen De Long	Laura Milton Smiser
Katherine DesMarias	Helena R. Smithson
May Howell Dodson	Isabelle Strausen
Mary L. Eads	Vida Eleanor Sulier
Elenor Bertha Everest	Minnie Ellen Sullivant
Antonio M. Fernandez	Edith Margaret Tarbet
Isabel Gallegos	May Agnes Thornburgh
Nina Agnes Garrett	Ollie G. Underwood
Girlie H. Geries	Oscar B. Underwood
Gail O. Grimmell	Murphy Wallis
Osborne Haydon	Addie West
Emma Head	Eva Mae White
Mary Henderson	Euna Bell Zuck

Class of 1922

(All Classes for Year Included)

**Mary Louise Ackerman
 Anna Maud Anderson
 Mildred Matilde Anderson

Elizabeth Moore Hawk
 Virginia Hayes
 May Henderson

Eliza Armijo
 Emelie Mathilde Baca
 Mary L. Holt
 Esther G. Horne
 Rose L. Horn
 Zena Alta Hudson
 Mrs. Ethel B. Hughes
 **Jose A. Baca, Jr.
 S. Omar Barker
 E. J. Beck
 Lucy Donaghe Belcher
 John Victor Bieler
 Myrtle Norvell Billau
 Mrs. Richard Bodyfield
 Buck W. Bolton
 Edith Clare Boydston
 Ola Evelyn Boyles
 Viola Brackett
 Bertha Brown
 Leona Brown
 Margaret Burt
 Isabel Bustos
 Nannie Robinson Cagle
 C. A. Callander
 Horace Caldwell
 Harold Worthington Cameron
 Pearl M. Campbell
 Myrtle Copeland Campbell
 Mary Alma Carpenter
 Leah Augusta Carter
 Della M. Chambers
 Josephine Clyde
 Lela Crossett
 Ruth Banta Davis
 Ruth Mabel Dean
 Annette S. DeBolt
 Louise Carter DeBolt
 Rumalda Delgado
 Everett S. Dellinger
 Edward L. Deutschman
 Alice Devlin
 Eunice Drinkard
 Lucy Durrett
 Carl Henry Dye
 Ethel Enloe
 Bernard Evans
 Anna C. Faircloth
 Kathryn Frances Faircloth
 Irene Gage
 Jessie Garrett
 Lila Garrett
 Alice Bell Gordon
 Sadie Edith Hanna
 Grace Ruth Harvey

Bowman H. Hewett
 Irene Witt Howe
 Mernice L. Huyck
 Clementine Ivie
 Velma Jackson
 Gladys Dorothy Jenkins
 Forrest W. Johnson
 Mae Jones
 Hazel Kokanour
 Cordelia Laumbach
 Karl A. Leake
 Margie R. Lewis
 Sybil F. Liesse
 Russell Linberg
 Tinamae Locker
 Juanita Louchard
 Gladys McCann
 Jennings McMillan
 Ruth Measday
 Roy F. Melugin
 Ora Josephine Mitchener
 Patrick E. Moore
 Josephine M. O'Malley
 Anna May Osmond
 Susie N. Page
 Peter A. Pankratz
 Daisy Dean Pinson
 Mary Powers
 Mary Junette Rees
 Mrs. Cynthia M. Richey
 Anna Risser
 Burton Allan Rogers
 Charles Clement Samford
 John Alexander Samford
 Albert Schmidt
 Irene Schmidt
 Selina Sizer
 Eula Bernetta Spillers
 John H. Stanfield
 Thelma O. Stephens
 **Dorothy Stewart
 Isabelle T. Straussen
 Concetta Mary Tartaglia
 Donnie Taylor
 Mary Agnes Thornburgh
 Nina Asher Tople
 Lorraine Marie Trainer
 Cecil Walk
 Edith Louise Whitaker
 Lou Winford
 Mary Wiswell
 Emma Lou Witt
 Mabel Jean Zimmerman

**Work not yet completed.

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